



2024 annual report to the Community

Aldinga Payinthe College and Aldinga Payinthe College Preschool

Aldinga Payinthe College number: 1914

Aldinga Payinthe College Preschool number: 5814

Partnership: Sea & Vines



School principal:

Clayton Disley

Signature

Date of endorsement:

11/03/2025



Government
of South Australia
Department for Education

Context Statement

Aldinga Payinthe College caters for students from R-12. At the time of this report, the enrolment in 2024 is 815. Aldinga Payinthe College is classified as Category 5 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 9% Aboriginal students, 10% 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.

Information about Aldinga Payinthe College Preschool is available on the school's website, as well as the Australian Children's Education and Care Quality Authority (ACECQA) website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

Governing Council Report

2024 Annual Report - Governing Council

My name is Michael Collins, and I have had the privilege to have been Chairperson of Aldinga Payinthe College Governing Council for the past three and a half years.

Governing Council – Overview of Process

Governing Council processes and how we work have changed and refined over the three years of the school foundation. A focus of this is that Governing Council members have the opportunity to submit topics for discussion.

The Executive group (consisting of Principal, Secretary, Treasurer, Chair & Deputy Chair) meet prior to each Governing Council meeting to formulate the agenda and consider topics submitted by Governing Council members for inclusion on the agenda. The agenda, including the reports, are circulated prior to each meeting with the expectation that the members read the agenda and come prepared to the meetings.

To ensure the smooth and efficient running of the meetings Governing Council members have the opportunity at the start of each meeting to request items for discussion that they would like to ask questions. If items are not flagged for questions, then it is assumed that the report is taken as read and voted on without debate. This ensures that meetings are run smoothly and effectively and can be concluded by the allotted time; however, it doesn't mean that we don't have some really good and lively discussions when needed and with some excellent input from the staff and learner representatives on the Council to provide us with the expert advice and views.

Governing Council Topics discussed during 2024

Whilst I cannot go through all the items that the Governing Council considered over the course of the past year, some of these topics included:

- School Day Structure: New start and finish times to provide the required teaching hours and allow for staff meetings.
- Preschool Day Structure: Aligning timings to better fit with the new day structure.
- Materials & Service Charge: Ensure these are fair and equitable but enable adequate provision of required materials for learning.
- Work Health & Safety: Discuss health and safety issues, incidents, or concerns.
- Finance and Budget Items: Give required oversight and endorsement of the financial operations of the college.
- Establishment of Sub-Committees.
- Ensure appropriate classification and adequate funding from the Department for Education.
- Traffic and learner safety around the college.

Key Events and Activities through 2024

During 2024 the college has hosted and facilitated a number of activities, events, and key milestones. These included:

- Activ8 Inparrinthe Kuu: Each term had a focus – The Arts, Reconciliation, Science Week, Sustainability and Payintheifest. Considerable work is taken on board for the success of these events with learners, educators and admin staff being involved.
- Sports: Learners and educators were involved in multiple School Sport SA competitions throughout the year, including 7/8 boys' cricket, 7/8 boys' and girls' volleyball, and surfing.
- Wakakirri: In conjunction with Christies Beach Primary School, learners in years 4 and 6 participated in this event in term 3. As a result of their hard work and enthusiasm, with support from Jayne Fulbrook and Nicole Irving, they were awarded the National Reconciliation Story Award "Hope for Makarrata: History is Calling".
- Activ8 (Sports Day): Term 3 ended with Activ8, sports day the Payinthe way, which involved a collaborative effort from all areas of the college. It was a great day and a brilliant opportunity to celebrate our culture and season teams, with Warltati ending the day with the most season points.
- Year 11 / SACE Stage 1: Preparing for SACE in 2025, the first year of SACE at Payinthe, educators assisted our year 10 learners with course counselling and completing their subject selections.
- Inaugural College Captains: Payinthe welcomed our inaugural College Captains, Jack, Sahara, Kapri and Ruby.
- Learning Expo: The expo took place in term 4 and learning communities displayed a range of work, e.g. art, photos, videos, and samples so that families could experience that learning is like in our community.

Conclusion and Thanks

One of the most noteworthy events of the past year has been the departure of the Foundation Principal of Aldinga Payinthe College, Ali Colbeck.

I, along with the other Governing Council members, would like to extend our heartfelt and sincere thanks to Ali for her incredible work and dedication in setting Aldinga Payinthe College and its learners up for success, and for the wonderful culture of inclusion and belonging she strove to embed. Ali's legacy will live on through the continued successes achieved by the college and its learning community.

We would also like to thank Clayton Disley for stepping in as Acting Principal, and for the fantastic work that he has done to build on the success of the college.

The college is continuing to grow with the intake of three additional year levels since opening – and the increase in educator numbers and leaders to facilitate this.

The culture is being firmly entrenched through the values that are instilled in the college community. This inclusive culture is a tribute to the work, ethos and leadership of the leaders, educators and learners that frame the college community.

I would like to thank the 2024 Governing Council for their work and commitment, giving up their time to read agenda papers and attend meetings. Again, I particularly want to thank the learner representatives Jack and Sahara who added significant value to the discussion topics with well-articulated constructive contributions.

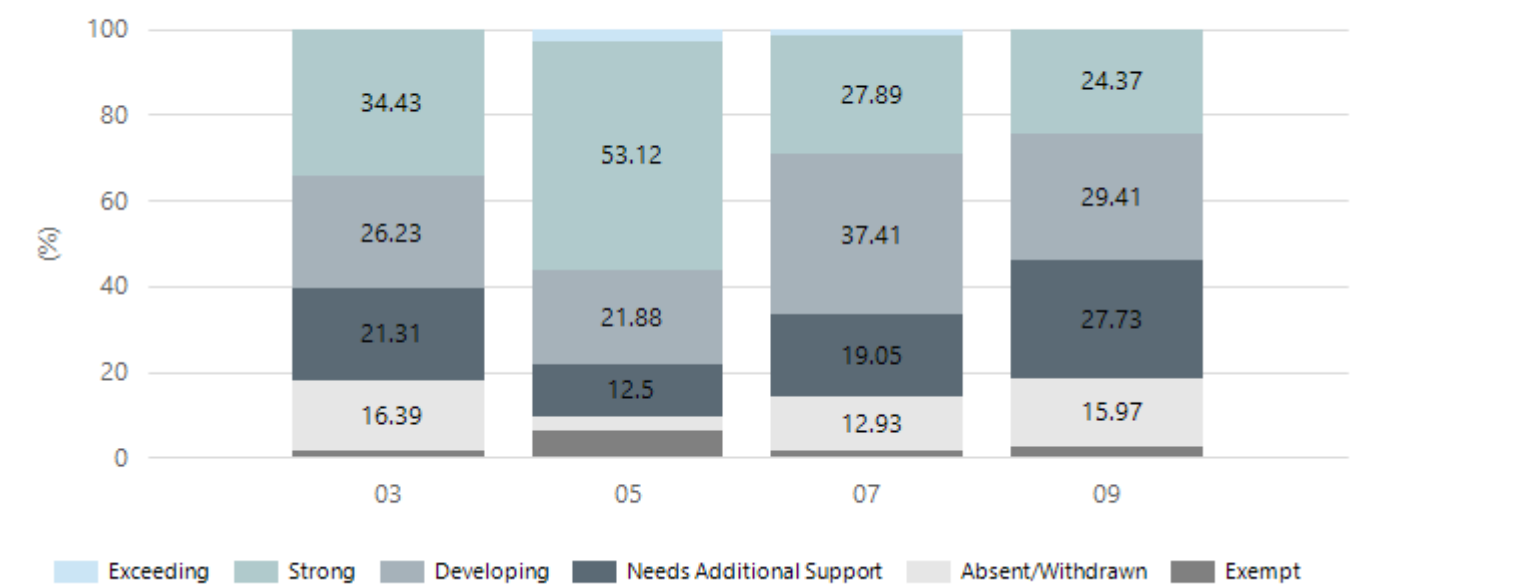
I would also like to acknowledge the 2024 Governing Council members who are either continuing their term into 2025, the 2023 members who have nominated to continue, and the new members who nominated for 2025. I look forward to working with you.

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.

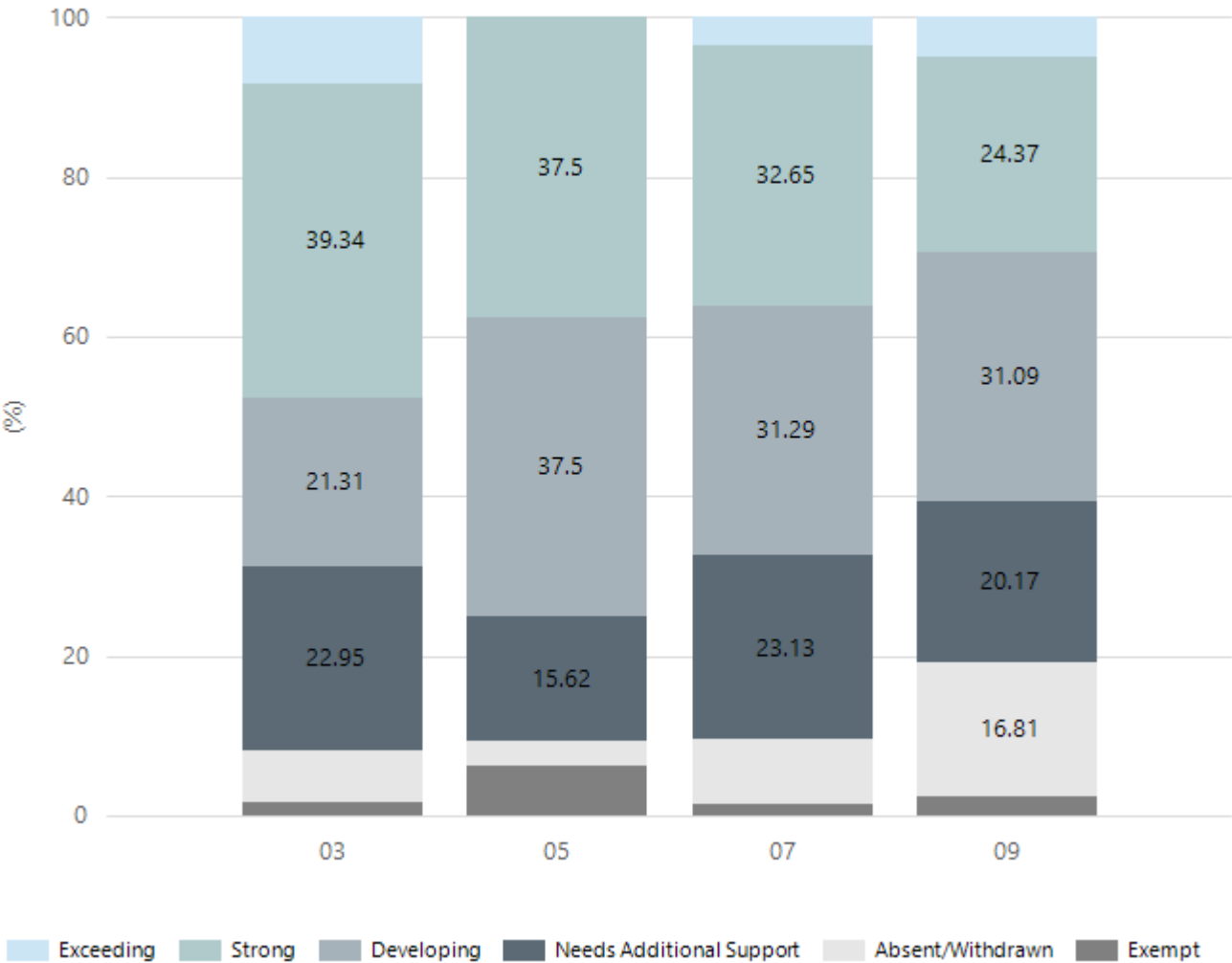
Numeracy



Year Level	03	05	07	09
Exceeding		1	2	
Strong	21	17	41	29
Developing	16	7	55	35
Needs Additional Support	13	4	28	33
Absent/Withdrawn	10	1	19	19
Exempt	1	2	2	3
Total	61	32	147	119

Data Source: Department for Education Assessment Data Holdings, 2024. 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.

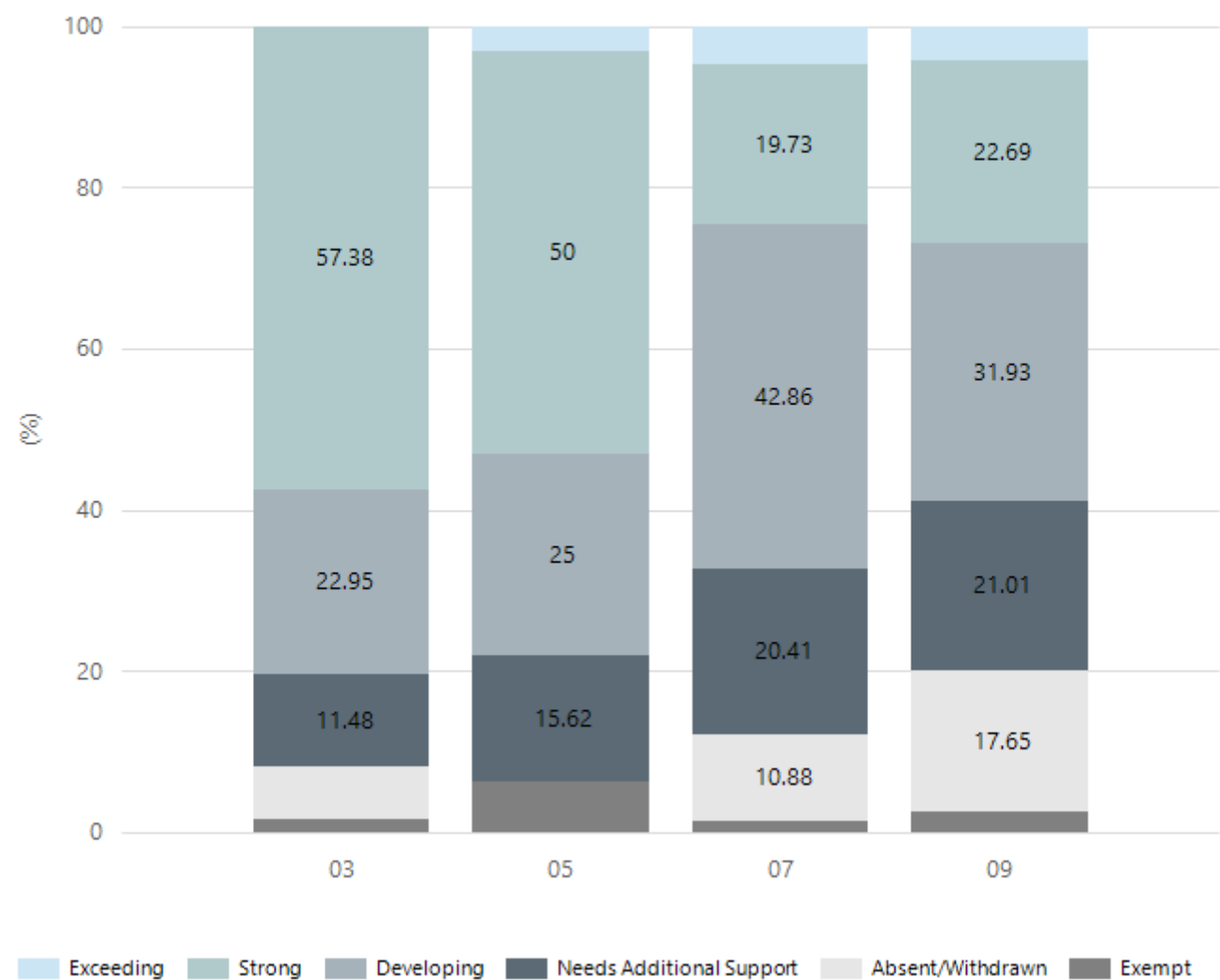
Reading



Year Level	03	05	07	09
Exceeding	5		5	6
Strong	24	12	48	29
Developing	13	12	46	37
Needs Additional Support	14	5	34	24
Absent/Withdrawn	4	1	12	20
Exempt	1	2	2	3
Total	61	32	147	119

Data Source: Department for Education Assessment Data Holdings, 2024. 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.

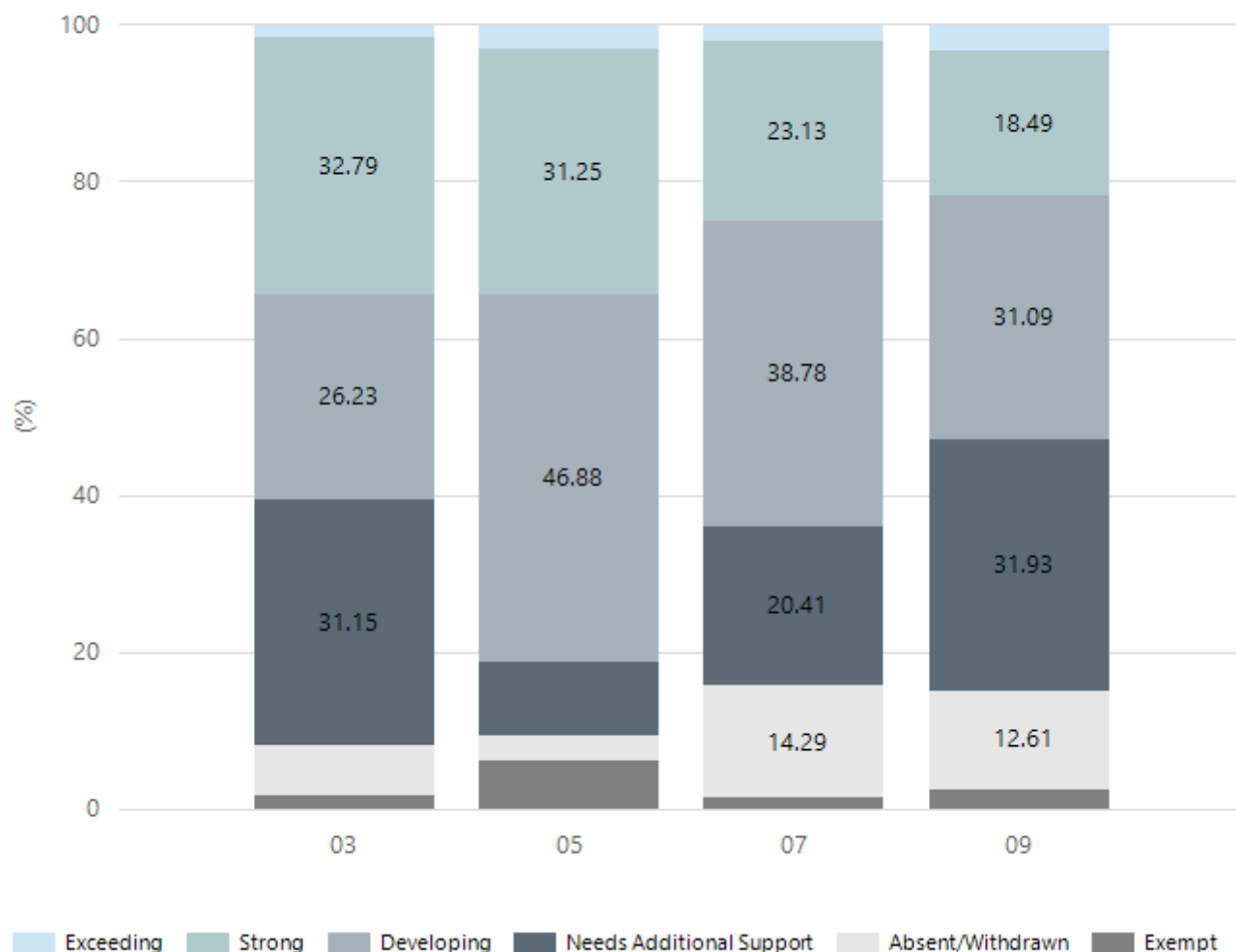
Writing



Year Level	03	05	07	09
Exceeding		1	7	5
Strong	35	16	29	27
Developing	14	8	63	38
Needs Additional Support	7	5	30	25
Absent/Withdrawn	4		16	21
Exempt	1	2	2	3
Total	61	32	147	119

Data Source: Department for Education Assessment Data Holdings, 2024. 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.

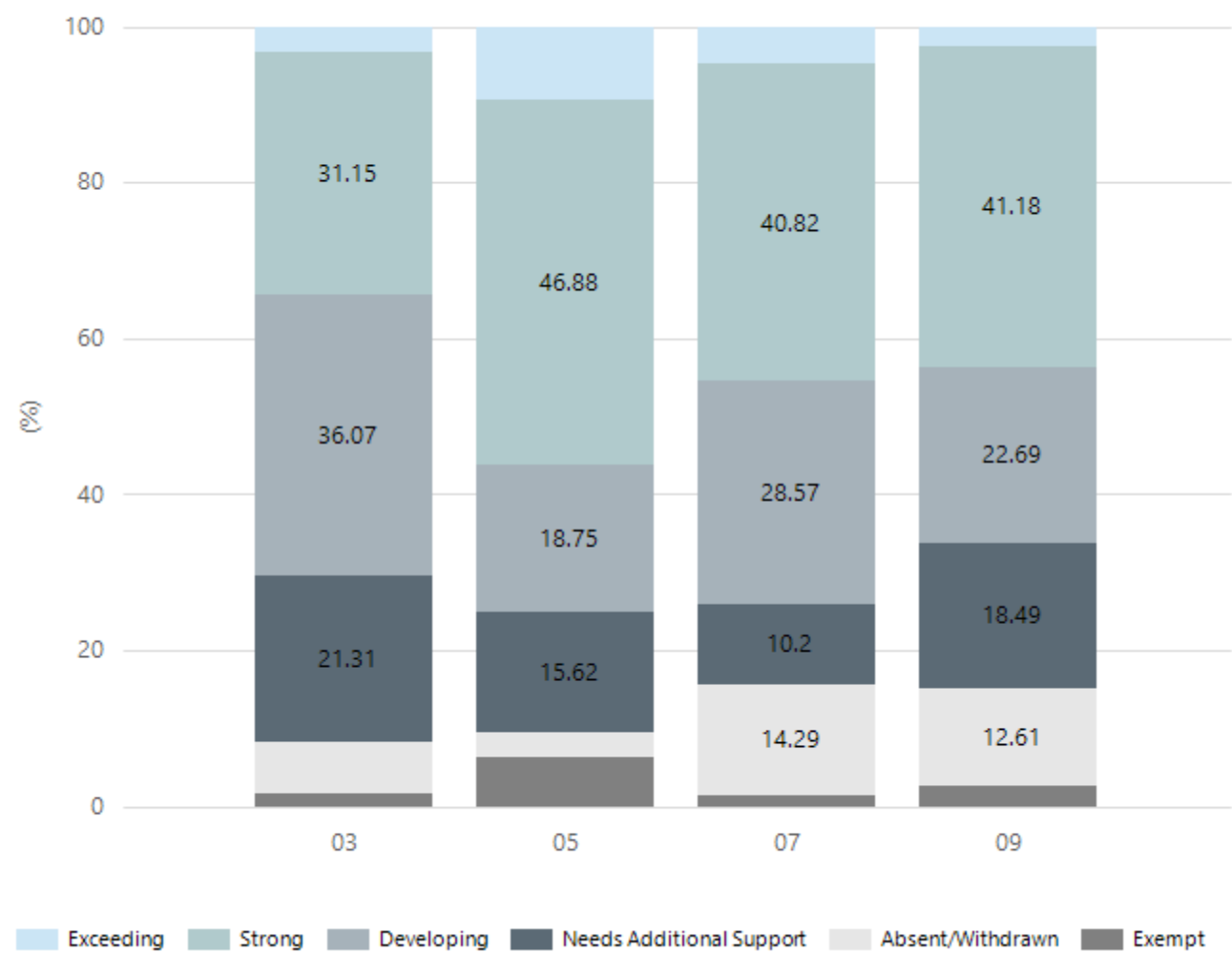
Grammar



Year Level	03	05	07	09
Exceeding	1	1	3	4
Strong	20	10	34	22
Developing	16	15	57	37
Needs Additional Support	19	3	30	38
Absent/Withdrawn	4	1	21	15
Exempt	1	2	2	3
Total	61	32	147	119

Data Source: Department for Education Assessment Data Holdings, 2024. 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

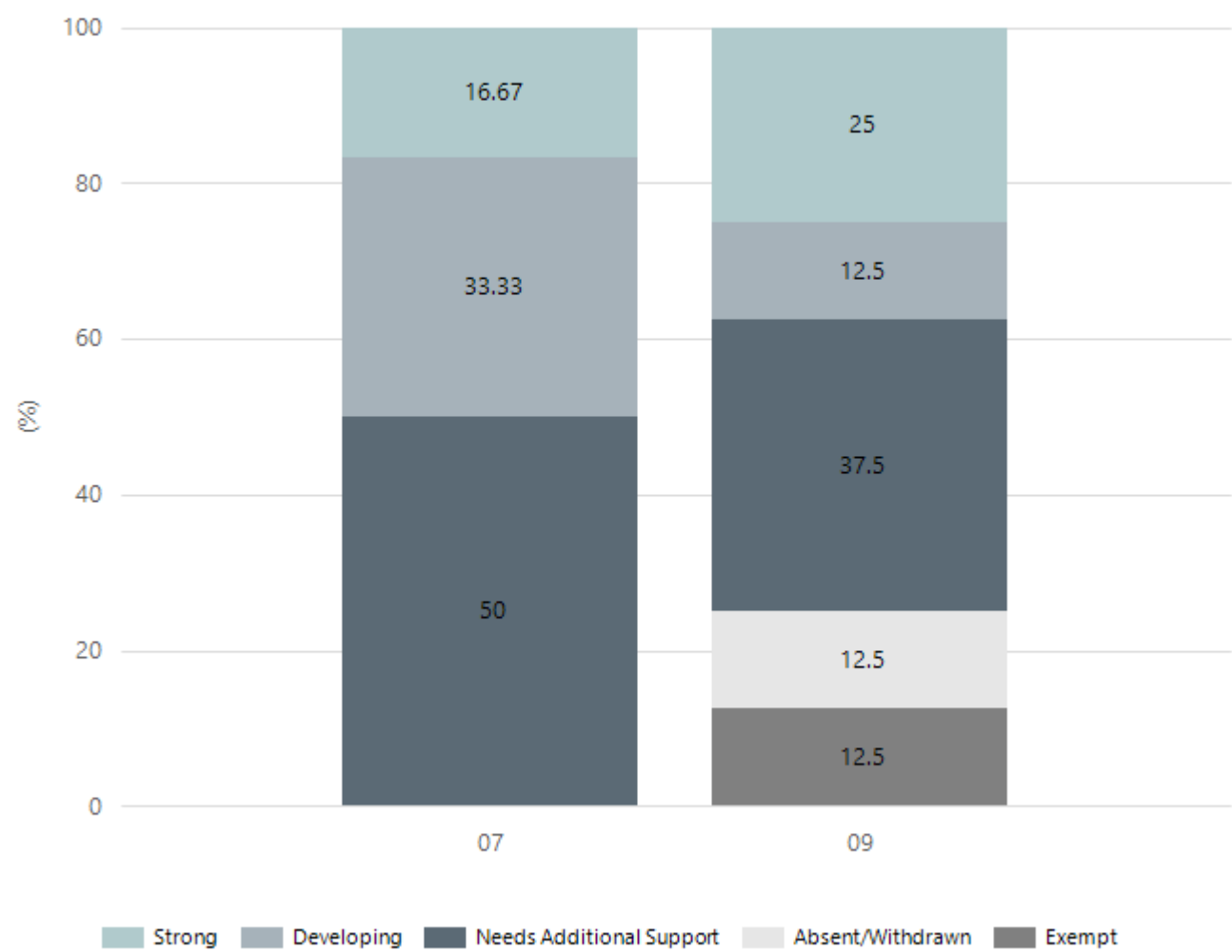


Year Level	03	05	07	09
Exceeding	2	3	7	3
Strong	19	15	60	49
Developing	22	6	42	27
Needs Additional Support	13	5	15	22
Absent/Withdrawn	4	1	21	15
Exempt	1	2	2	3
Total	61	32	147	119

Data Source: Department for Education Assessment Data Holdings, 2024. 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.

NAPLAN Proficiency - Aboriginal Learners

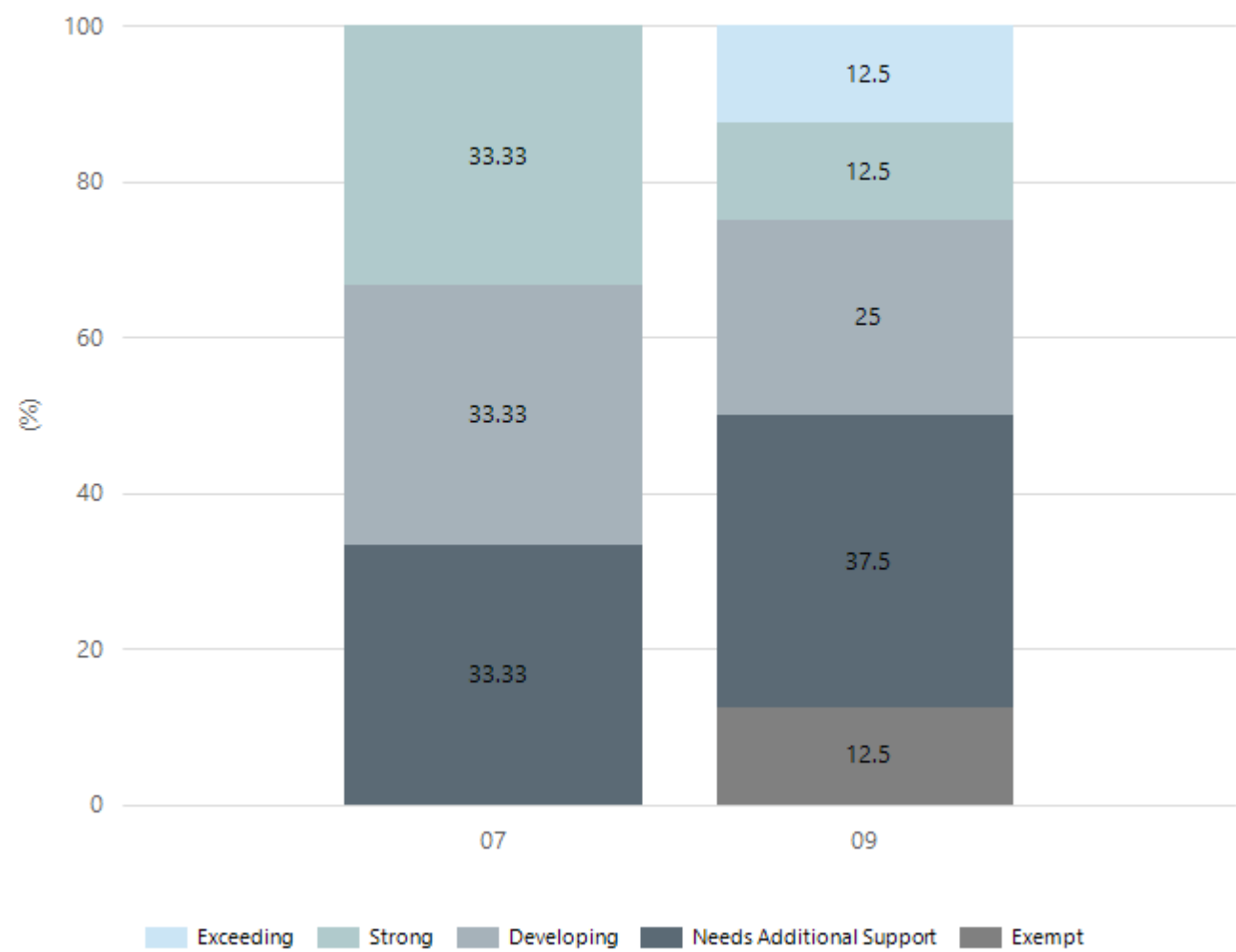
Numeracy



Year Level	07	09
Strong	1	2
Developing	2	1
Needs Additional Support	3	3
Absent/Withdrawn		1
Exempt		1
Total	6	8

Data Source: Department for Education Assessment Data Holdings, 2024. 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. Only data for Aboriginal learners is displayed.

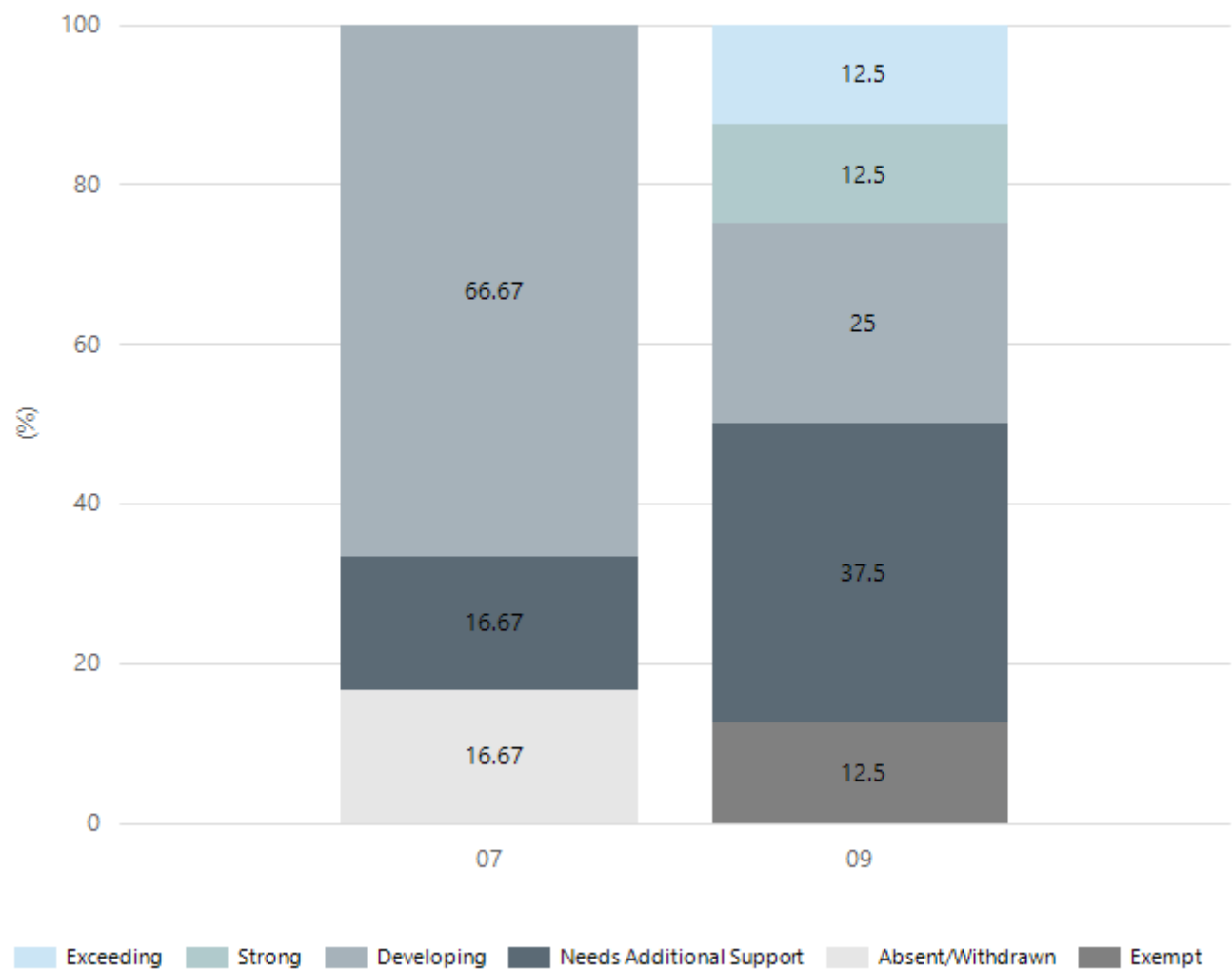
Reading



Year Level	07	09
Exceeding		1
Strong	2	1
Developing	2	2
Needs Additional Support	2	3
Exempt		1
Total	6	8

Data Source: Department for Education Assessment Data Holdings, 2024. 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. Only data for Aboriginal learners is displayed.

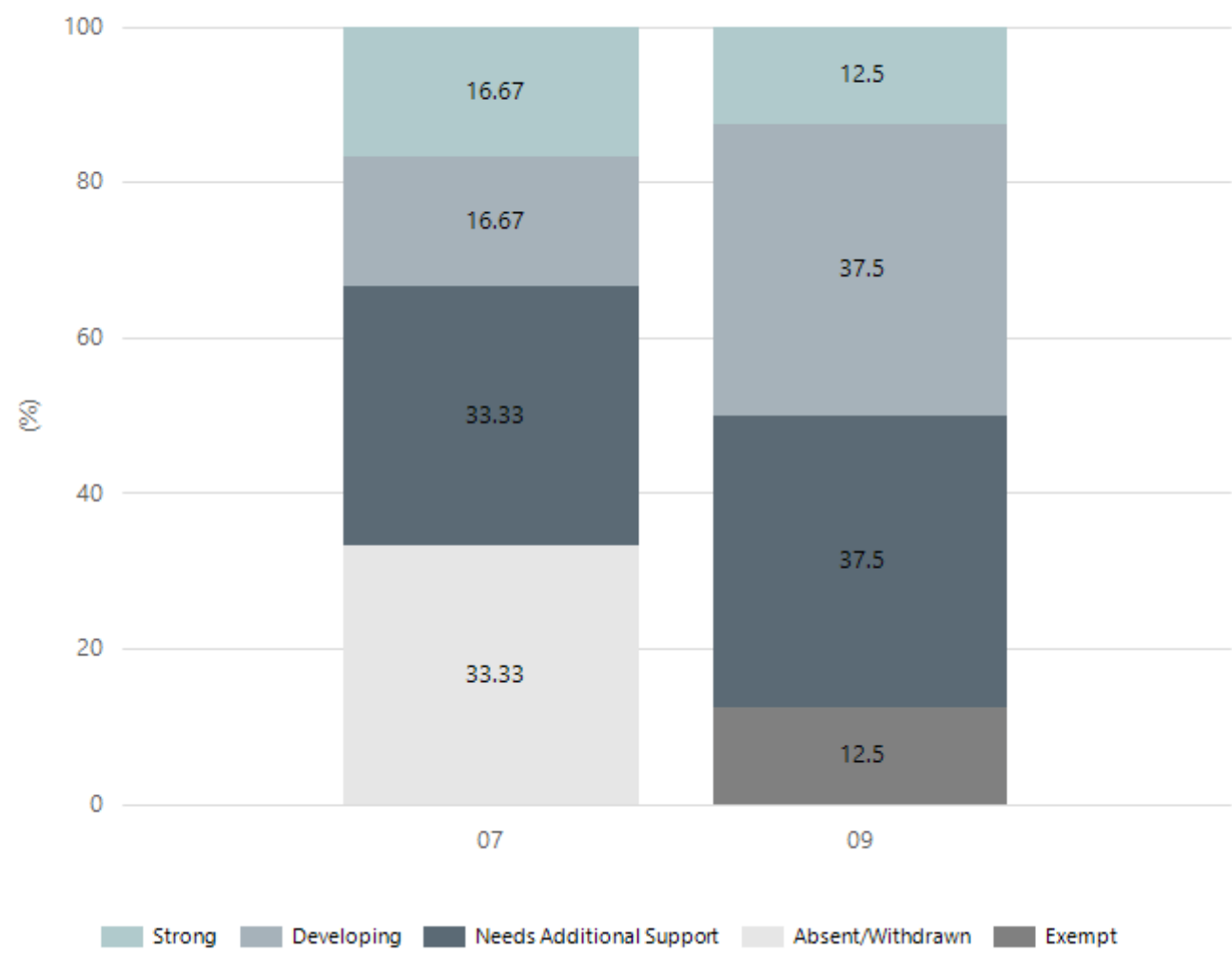
Writing



Year Level	07	09
Exceeding		1
Strong		1
Developing	4	2
Needs Additional Support	1	3
Absent/Withdrawn	1	
Exempt		1
Total	6	8

Data Source: Department for Education Assessment Data Holdings, 2024. 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. Only data for Aboriginal learners is displayed.

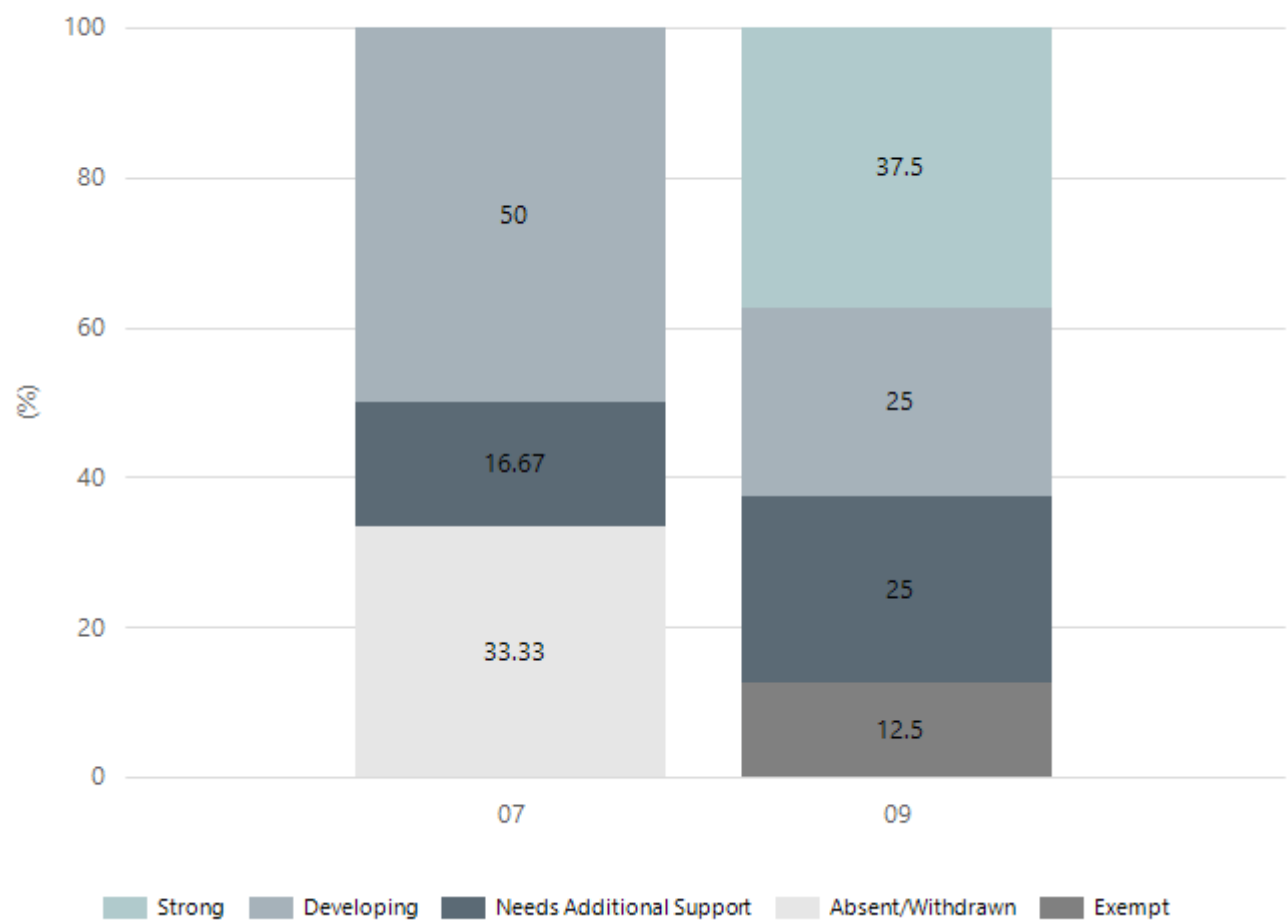
Grammar



Year Level	07	09
Strong	1	1
Developing	1	3
Needs Additional Support	2	3
Absent/Withdrawn	2	
Exempt		1
Total	6	8

Data Source: Department for Education Assessment Data Holdings, 2024. 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. Only data for Aboriginal learners is displayed.

Spelling



Year Level	07	09
Strong		3
Developing	3	2
Needs Additional Support	1	2
Absent/Withdrawn	2	
Exempt		1
Total	6	8

Data Source: Department for Education Assessment Data Holdings, 2024. 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. Only data for Aboriginal learners is displayed.

Year 12 Students undertaking Vocational or Trade Training (VET)

	2022	2023	2024
Percentage of Year 12 students undertaking Vocational Training or Trade Training	N/A	N/A	N/A
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	N/A	N/A	N/A

Data Source: School supplied data

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2022 centre	95%	87.5%	69.5%	46.5%
2023 centre	97.3%	83.3%	85.4%	80.3%
2024 centre	89.2%		73.8%	

Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours. Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled.

School Attendance

Year Level	2022	2023	2024
Reception	79.2%	83.5%	91.6%
Year 01	84.8%	82.8%	82.4%
Year 02	76.7%	86.3%	86.8%
Year 03	85.8%	78.5%	86.5%
Year 04	74.7%	88.1%	82.4%
Year 05	76.4%	77.5%	91.1%
Year 06	81.2%	78.4%	79.6%
Year 07	71.5%	84.3%	81.0%
Year 08	72.3%	77.3%	79.1%
Year 09	N/A	78.5%	73.5%
Year 10	N/A	N/A	70.8%
Primary Other	75.6%	83.1%	78.3%
Secondary Other	79.4%	87.5%	73.9%
Total	75.8%	81.2%	79.8%

Data Source: Department for Education Attendance Data, Semester 1 Report 2024. 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.

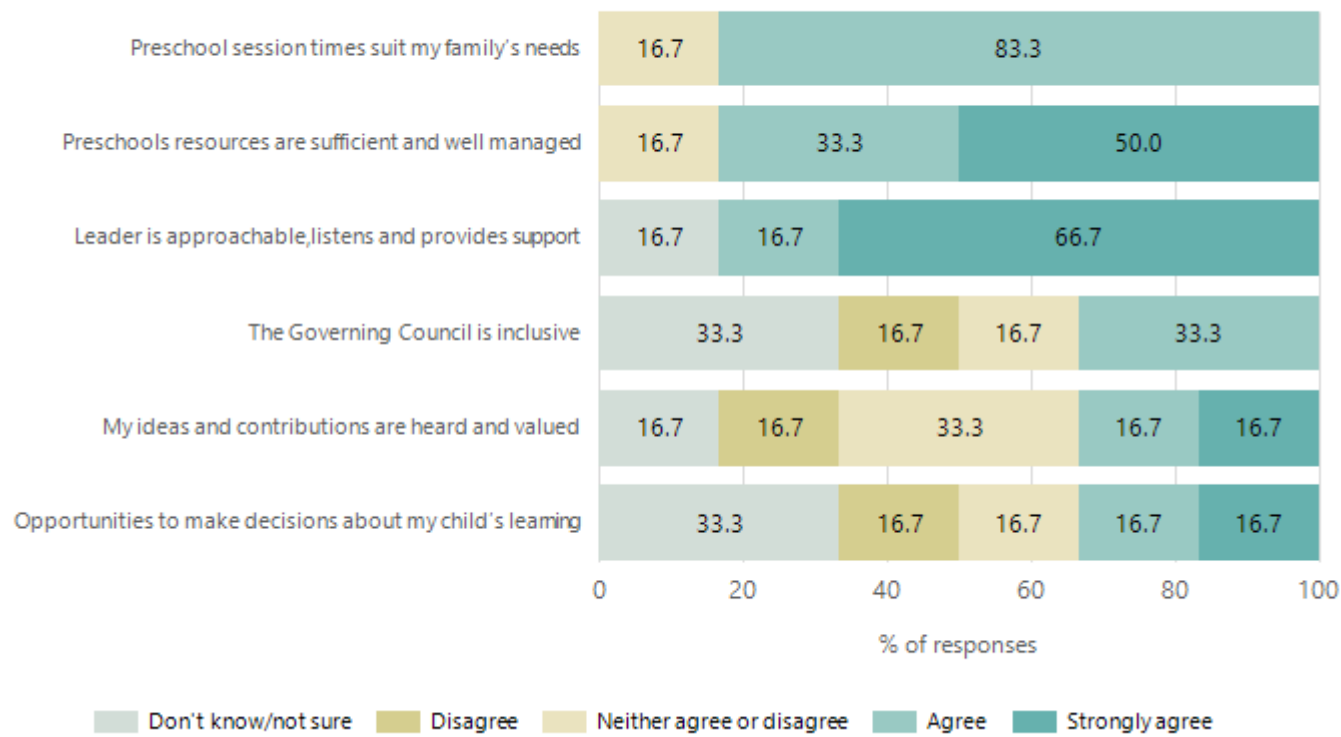
Attendance Comment

In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills. All children are entitled to access a preschool program over 4 terms the year before they start school.

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.

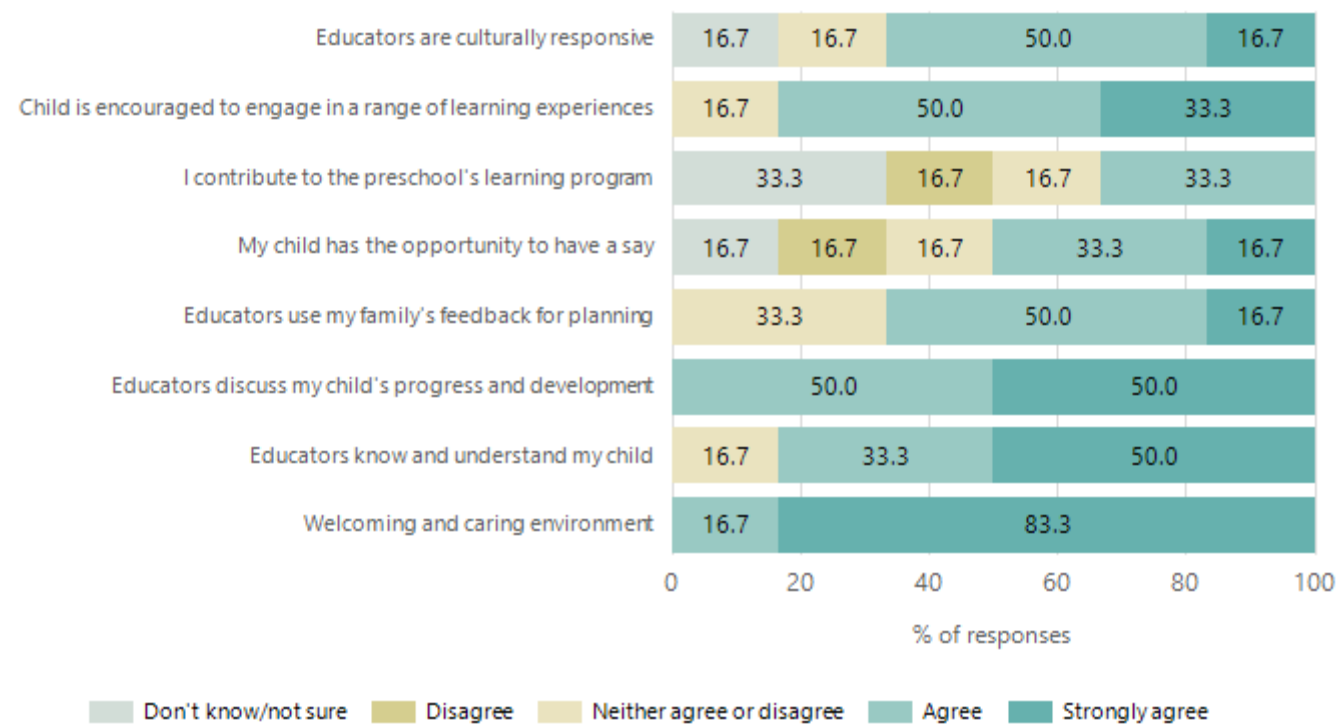
Preschool Family Opinion Survey

Governance, Leadership and Management



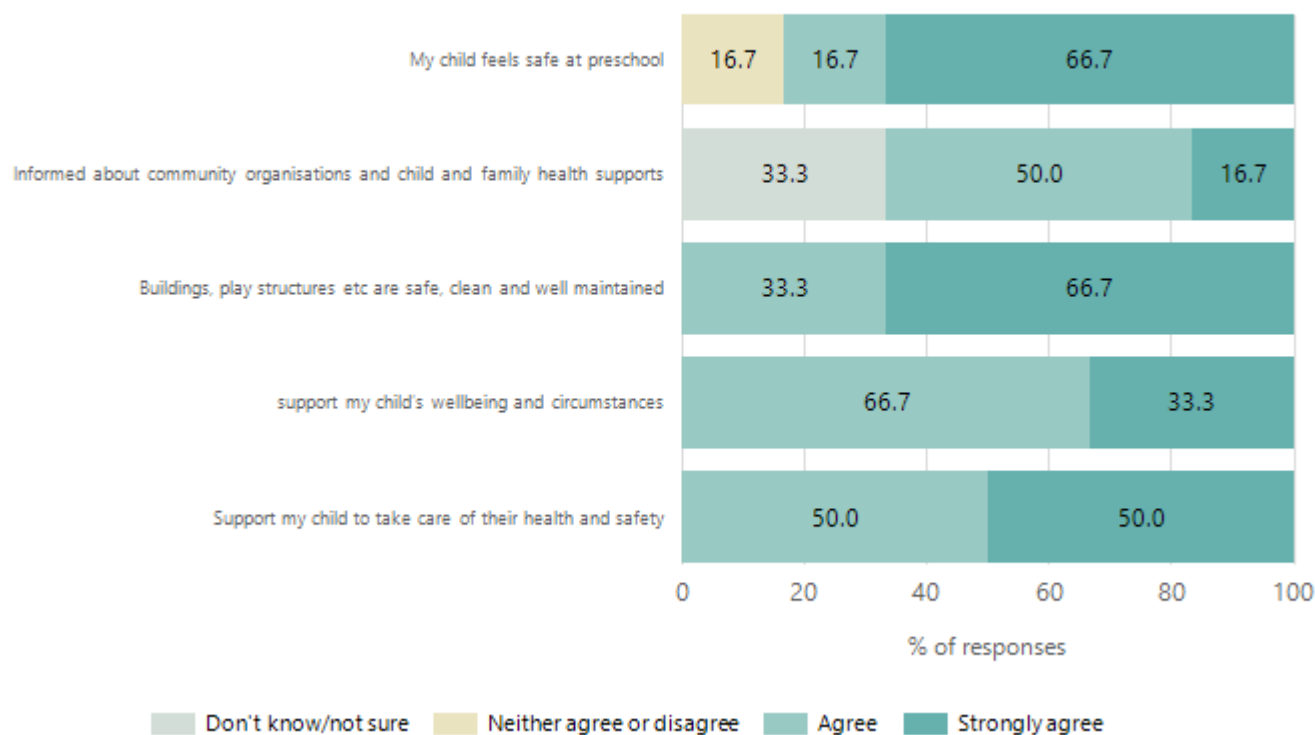
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Quality of Teaching and Learning



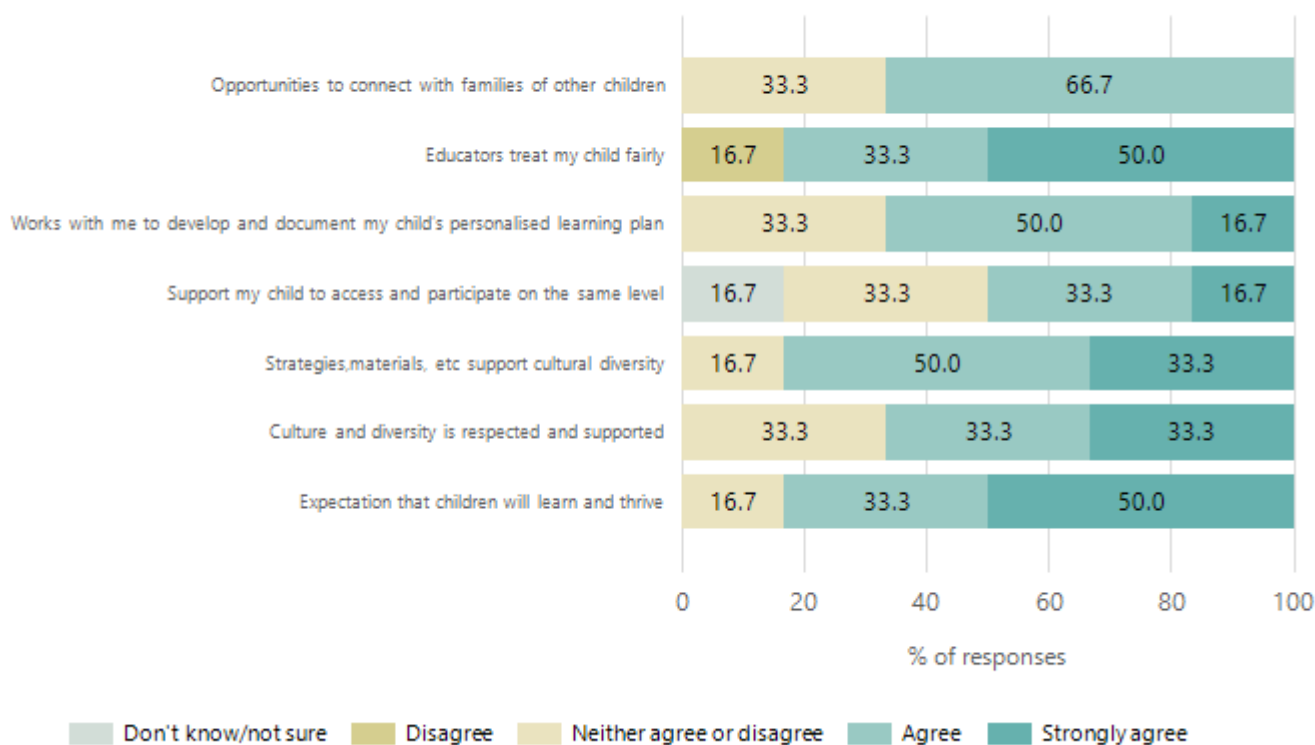
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Safety, Health and Wellbeing



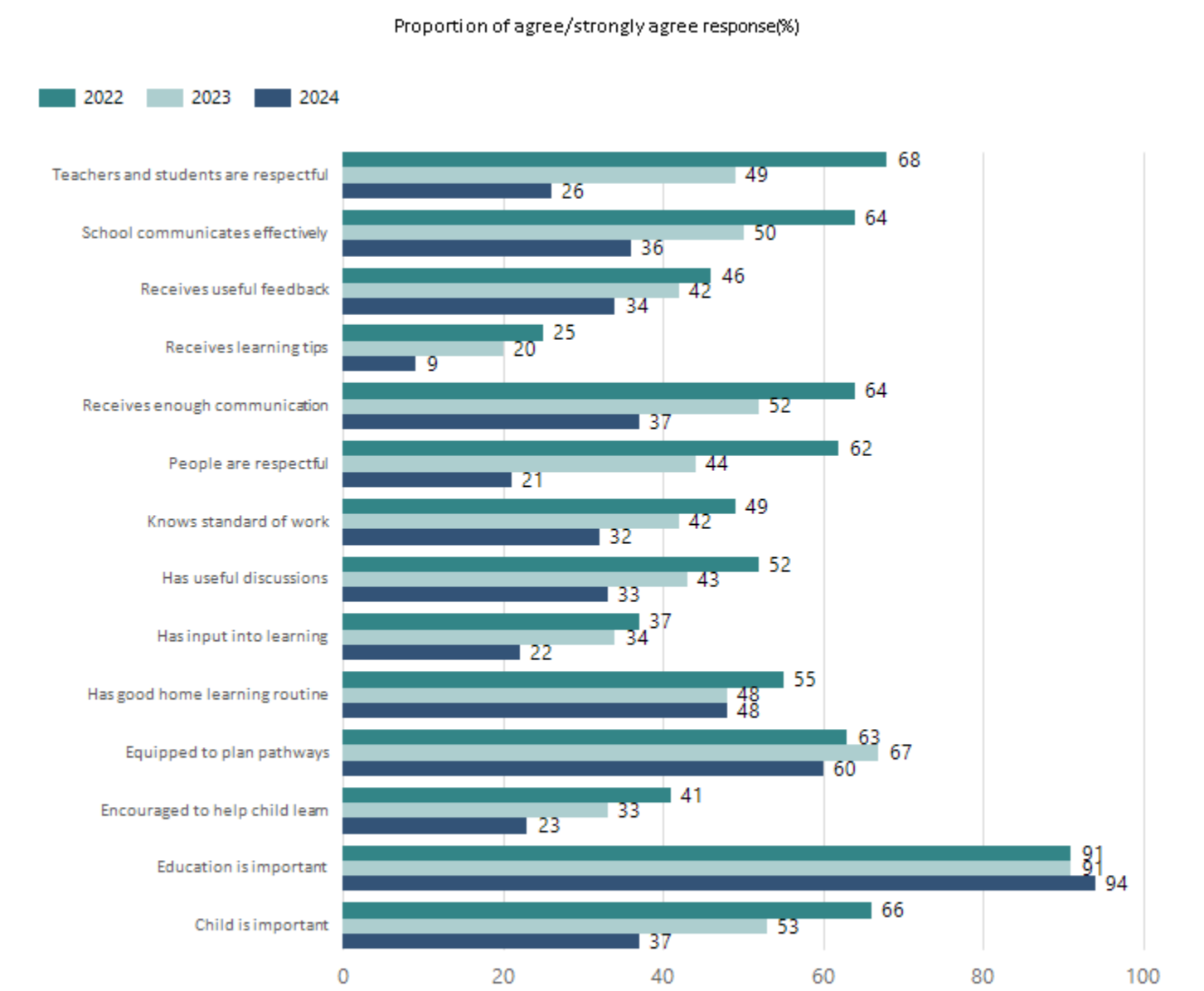
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Support and Inclusion



Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

School Parent Opinion Survey Results



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

Destination Schools

Feeder Schools (Site number - Name)	2022	2023	2024
1914 - Aldinga Payinthe College	87.0%	28.2%	52.3%
9999 - Unknown	13.0%	69.2%	47.7%

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2024.

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	38	46.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	8	10.0%
U - UNKNOWN	34	41.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. 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	43
Postgraduate Qualifications	21

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. 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	59.7	3.8	49.8
Persons	1.0	63.0	4.0	62.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

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	\$12,803,379.57
Grants: Commonwealth	\$0.00
Parent Contributions	\$523,952.69
Fund Raising	\$0.00
Other	\$43,576.99

Data Source: School supplied data.