

2025 annual report to the Community

Hackham West School

Hackham West School number: 1131

Partnership: Beach Road



School principal:

Shannon Little

SC
Little



Government
of South Australia
Department for Education

Date of endorsement:

11/03/2026

Context Statement

Hackham West School caters for students from R-6. At the time of this report, the enrolment in 2025 is 110. Hackham West School is classified as Category 2 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 42% Aboriginal students, 45% students with disabilities, 13% students with English as an additional language or dialect (EALD) funded background, 9% 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 a parent at the school, what stands out most to me is how genuinely welcomed and included our family feels. From the moment we walk through the gates, staff greet us with warmth, and it's clear they know our children as individuals. That sense of being seen and valued makes a huge difference to how confident my child feels coming to school each day.

Communication has been a real strength. I always know what's happening, and when I reach out with a question or concern, someone gets back to me quickly. It feels like a true partnership; staff listen, they take things seriously, and they follow up. I never feel like I'm bothering anyone, and that's not something you can say about every school.

The routines are predictable, the expectations are clear, and the teachers use language that helps kids understand what to do rather than what not to do. As a parent, that gives me confidence that the school is not only focused on learning but also on wellbeing and emotional development.

I've also noticed how much effort goes into helping families understand what children are learning. The updates from teachers, the celebrations of learning, and the way staff explain things in plain language all help me feel connected to my child's progress. I don't feel left in the dark.

The community events have been another highlight. They're welcoming, inclusive, and thoughtfully planned so all families can participate. They help us build relationships with staff and other families, and they make the school feel like a community hub rather than just a place our children attend.

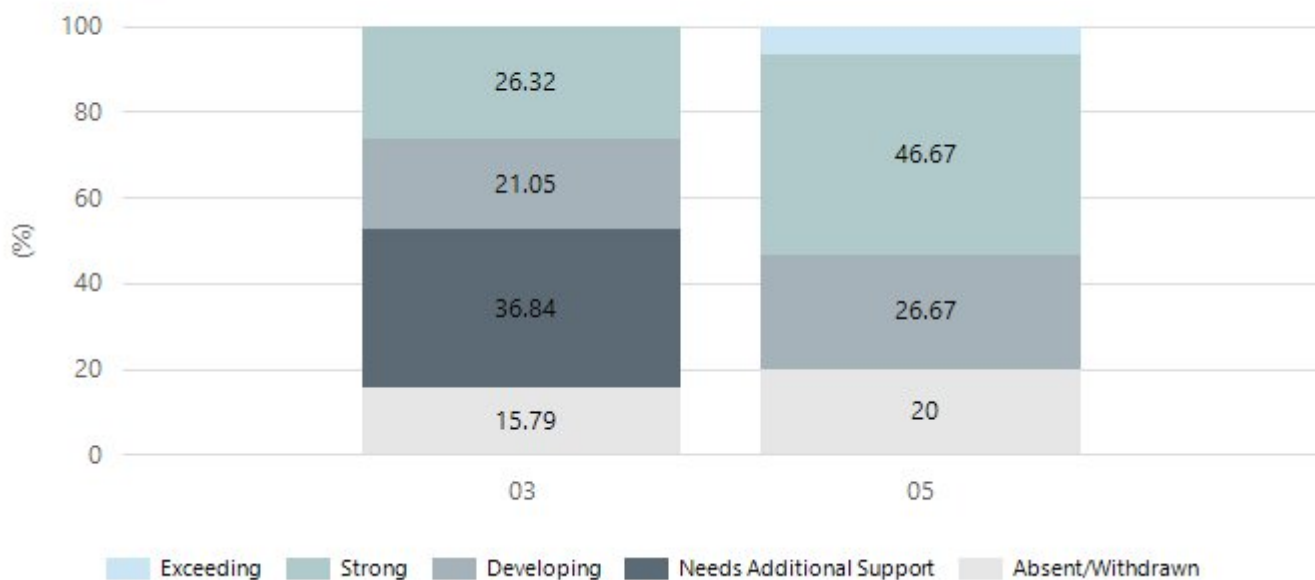
Overall, I feel incredibly positive about the direction the school is heading. The focus on wellbeing, communication, and high expectations is clear, and I can see the impact on my child's confidence and engagement. As a parent, that's all I can ask for, a school that knows my child, values our family, and works with us to help them thrive.

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.

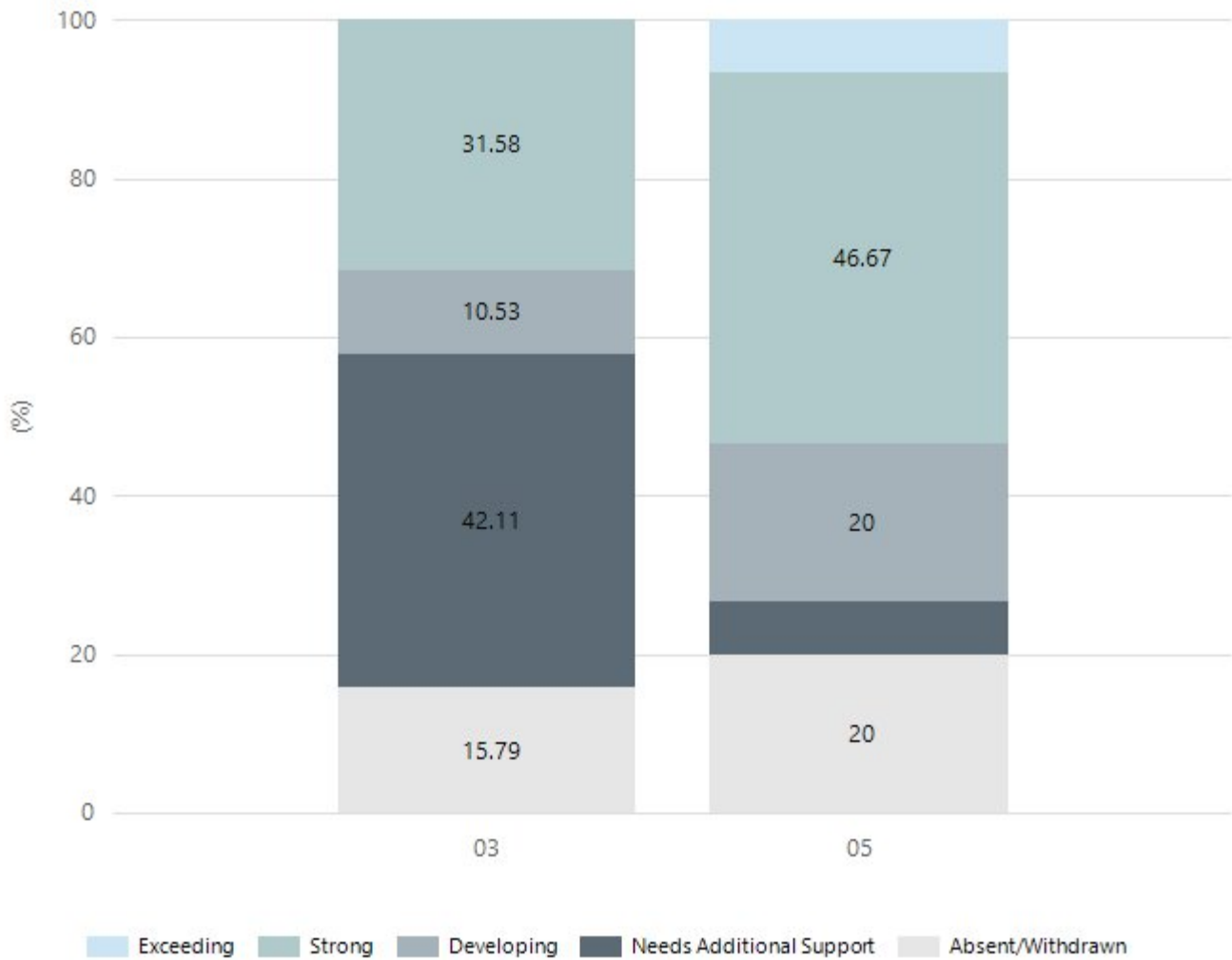
Numeracy



Year Level	03	05
Exceeding		1
Strong	5	7
Developing	4	4
Needs Additional Support	7	
Absent/Withdrawn	3	3
Total	19	15

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.

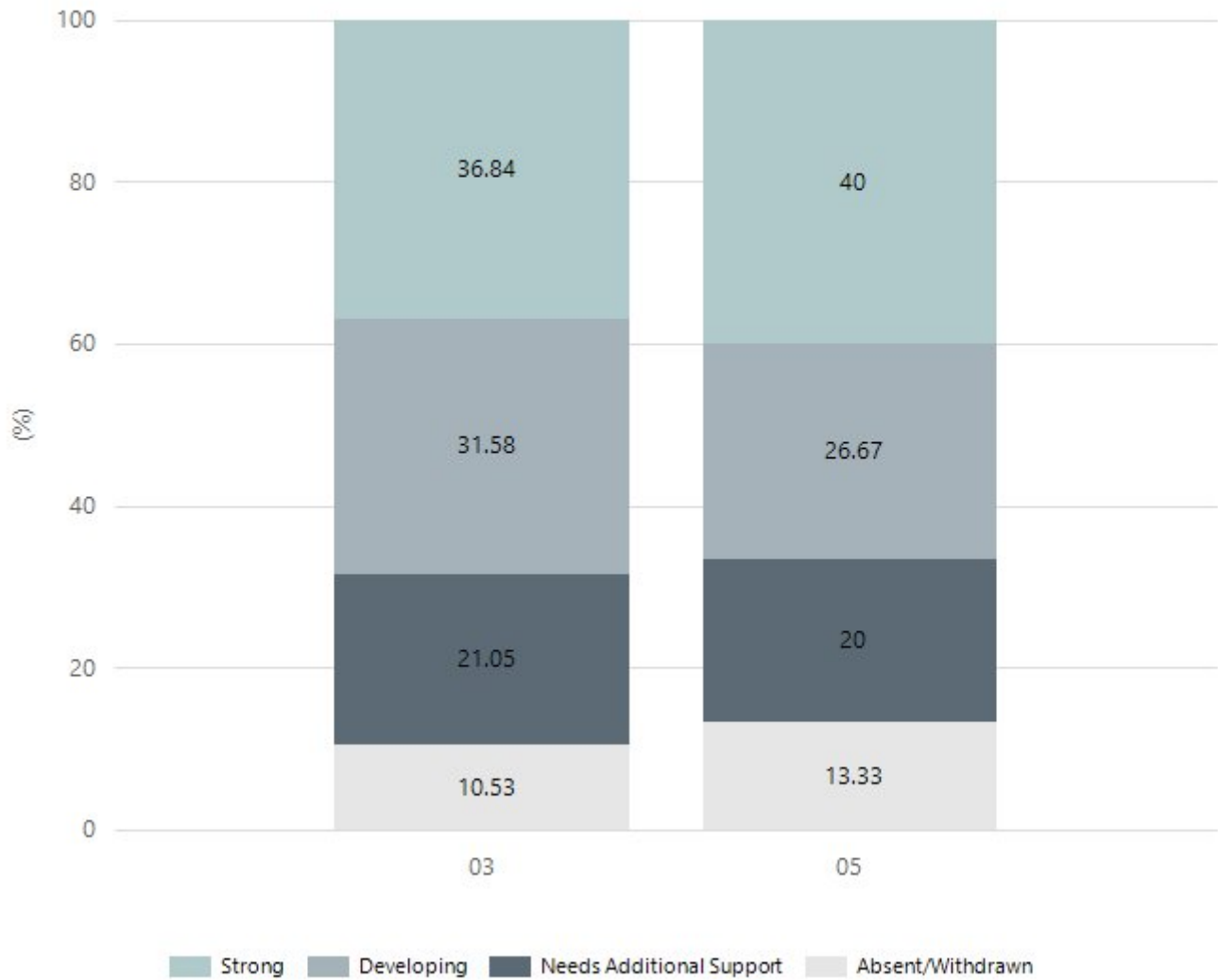
Reading



Year Level	03	05
Exceeding		1
Strong	6	7
Developing	2	3
Needs Additional Support	8	1
Absent/Withdrawn	3	3
Total	19	15

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.

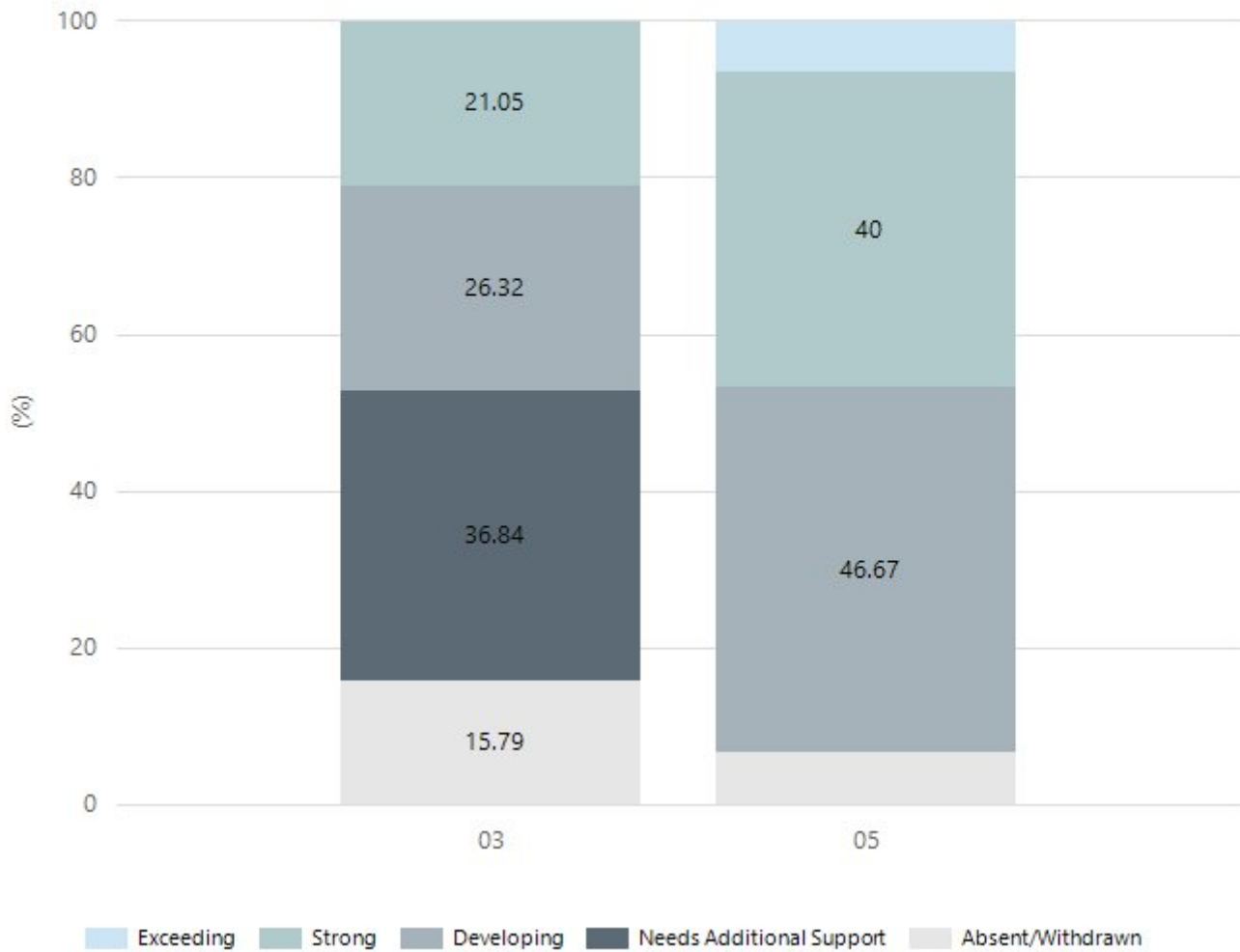
Writing



Year Level	03	05
Strong	7	6
Developing	6	4
Needs Additional Support	4	3
Absent/Withdrawn	2	2
Total	19	15

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.

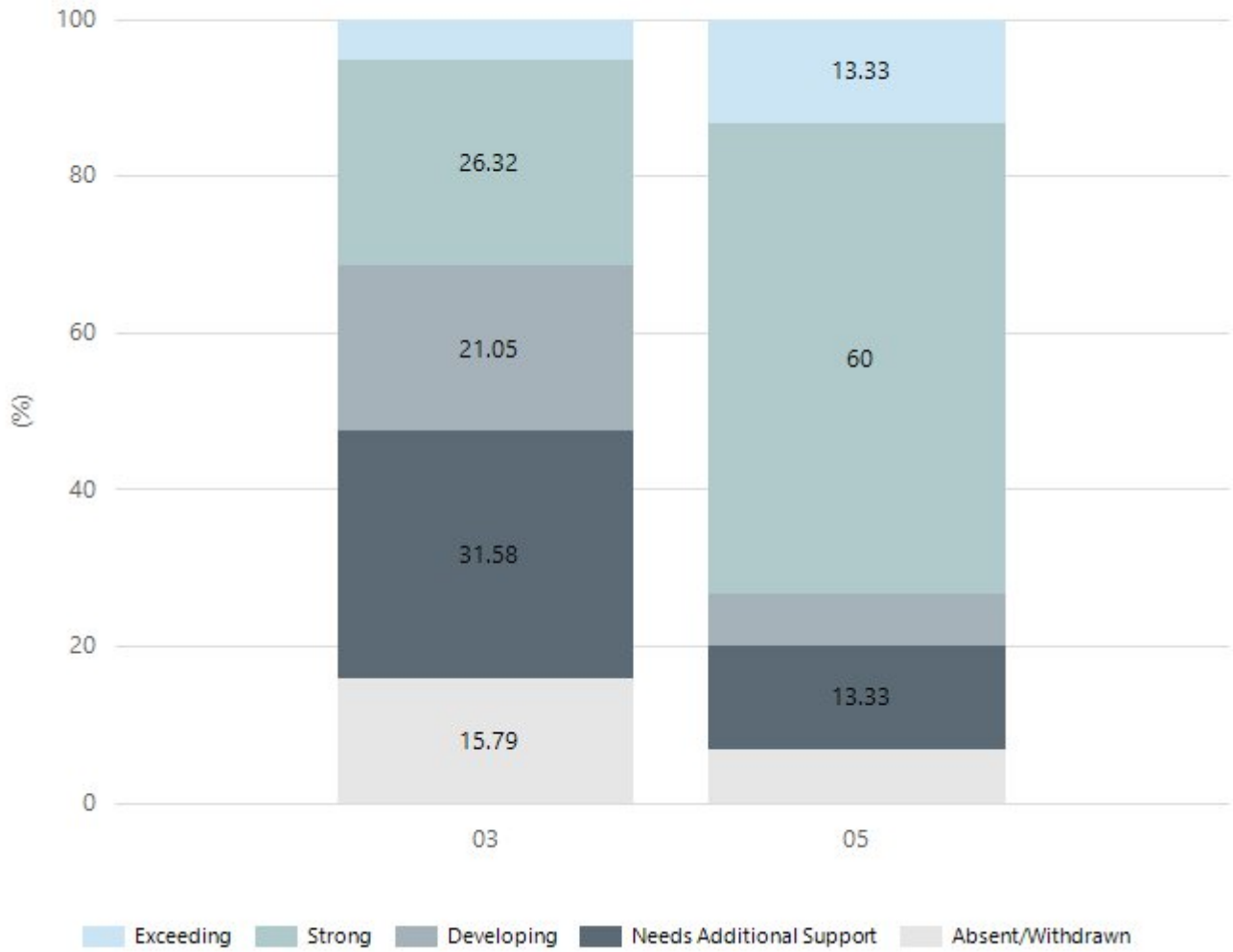
Grammar



Year Level	03	05
Exceeding		1
Strong	4	6
Developing	5	7
Needs Additional Support	7	
Absent/Withdrawn	3	1
Total	19	15

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	1	2
Strong	5	9
Developing	4	1
Needs Additional Support	6	2
Absent/Withdrawn	3	1
Total	19	15

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	79.4%	78.0%	88.1%
Year 01	85.4%	81.9%	85.5%
Year 02	79.6%	84.1%	80.8%
Year 03	90.9%	81.0%	80.1%
Year 04	87.4%	88.0%	68.2%
Year 05	77.2%	86.8%	73.1%
Year 06	84.3%	82.1%	76.4%
Year 07	100.0%		
Total	83.9%	83.5%	78.1%

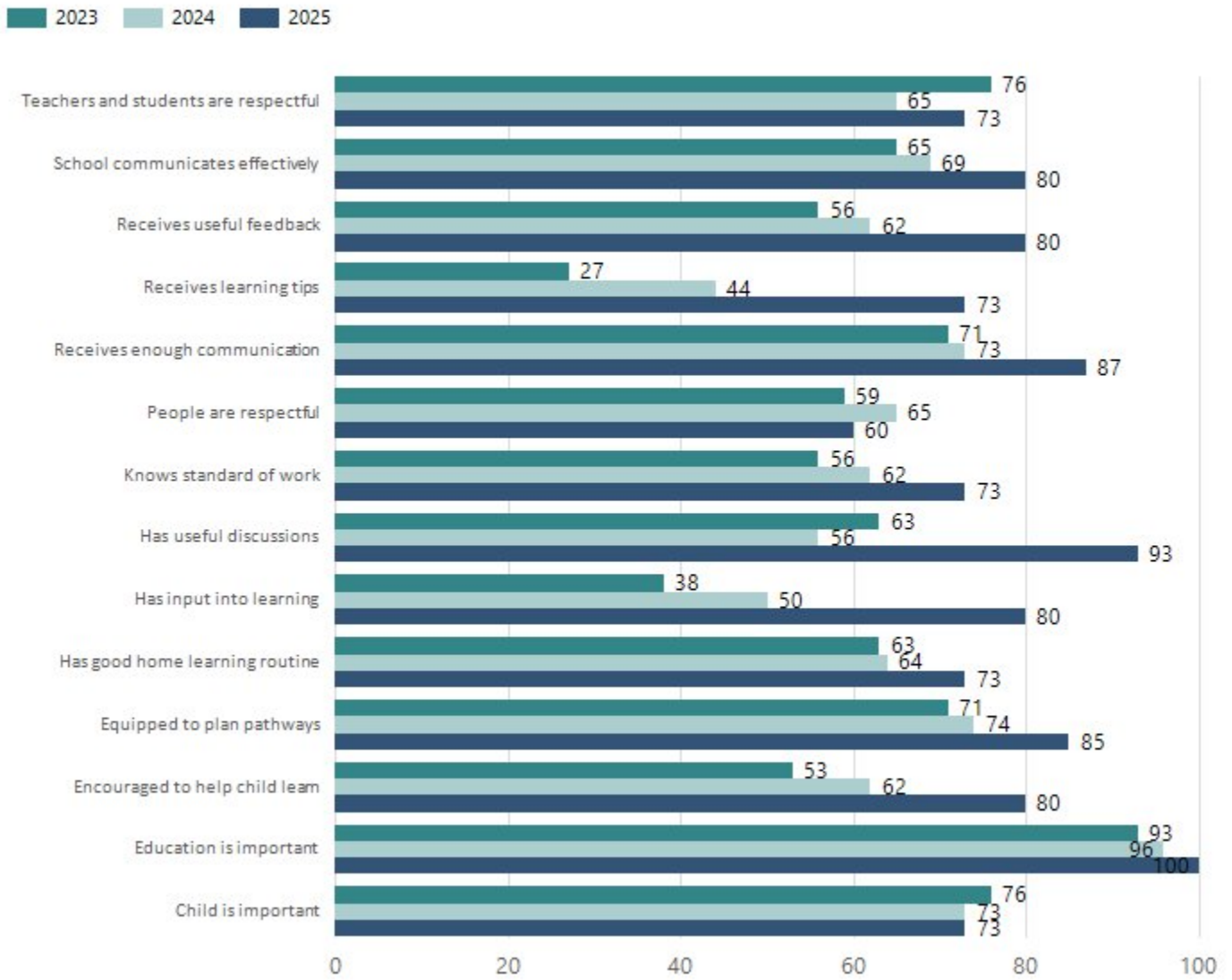
Data Source: Department for Education Attendance Data, Semester 1 Report 2025. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to 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

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	10%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	3.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	26	87%

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	8
Postgraduate Qualifications	5

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	12.0	1.0	6.3
Persons	0.0	13.0	1.0	7.0

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	\$2,382,394.93
Grants: Commonwealth	\$0.00
Parent Contributions	\$29,590.00
Fund Raising	\$0.00
Other	\$4,000.00

Data Source: School supplied data.