



2025 Annual Report to the community

Stradbroke School

Stradbroke School number: 923

Partnership: Morialta



School principal:

Tanya Scanlan

Tanya Scanlan

Date of endorsement:

29/01/2026



Context Statement

Stradbroke School caters for students from R-6. At the time of this report, the enrolment in 2025 is 692. Stradbroke School is classified as Category 7 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 1.4% Aboriginal students, 5.7% students with disabilities, 31% students with English as an additional language or dialect (EALD) funded background. 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.

Principal Report

Throughout the year, our dedicated and passionate Stradbroke School staff have worked with care and commitment to provide a safe, nurturing, and inclusive learning environment where every student is supported to thrive and reach their full potential. As the year draws to a close, we take the opportunity to reflect with pride on our achievements as an IB learning community and to set future directions that continue to strengthen the development of effective learners.

Stradbroke School is an internationally accredited International Baccalaureate Primary Years Programme (IB PYP) school, committed to developing effective, confident, and reflective learners. Our culturally diverse community continues to be valued and celebrated, enriching learning experiences and strengthening our shared commitment to developing effective learners who approach challenges with curiosity, optimism, and an open mind. In 2025, teachers worked collaboratively to design and implement a rich learning program of inquiry aligned with the South Australian Curriculum and grounded in the IB philosophy, with a strong focus on student agency, metacognition, self-regulation, and deep thinking. Through transdisciplinary learning experiences, students were supported to inquire, reflect, take action, and articulate their thinking as they progressed as lifelong learners. Highlights of the year included; the Year 6 Exhibition as a culmination of IB learning, Reception students demonstrating creativity and wonder through their art unit of inquiry, Year 1 and 4 students taking on environmental action through the Fourth Creek Project, learning through Aboriginal perspectives about native plants, and their cultural and environmental importance.

Over the past two years, Stradbroke School has embedded the Berry Street Education Model (BSEM) across the whole school, with all staff completing the four-day training. This has strengthened a consistent, shared language for self-regulation from R–6, supported by predictable routines and visible regulation strategies embedded in everyday teaching practice. Working closely with the Self-Regulation Team, teachers have built confidence in supporting student wellbeing through targeted strategies, environmental adjustments, and a strong focus on staff wellbeing.

Student voice has been a key driver of improvement. Year 6 Student Leaders have analysed the Wellbeing and Engagement Collection (WEC) data, identified trends, and proposed practical actions, including peer mediation strategies to support positive behaviour in the yard. Buddy Class Action Teams across the school also lead initiatives to strengthen regulation, relationships, and school culture. As a result, students are increasingly able to identify emotions, use regulation strategies independently, and re-engage in learning more quickly. This has led to calmer starts to the day, increased quality learning time, stronger relationships, and fewer escalations, reflected in positive growth across WEC data indicators of school climate, belonging, and wellbeing.

Site Learning Plan 2025; teachers worked collaboratively through Professional Learning Community cycles to strengthen the development of effective learners, with a particular focus on metacognition and self-regulation. This work has resulted in students demonstrating increased independence, resilience, and willingness to engage with challenge, as well as a growing ability to articulate their thinking and learning processes. Across classrooms, teachers shifted their practice to prioritise learning processes over products, explicitly modelling thinking, clarifying learning intentions and success criteria, and designing tasks that stretch student thinking. As a result, we have observed improved student engagement, deeper classroom dialogue, clearer explanations in writing and discussion, and strong qualitative evidence of growth in learner agency. Continued Site Learning Plan focus in 2026 will include deepening student discourse, strengthening consistency of practice, improving evidence collection, supporting parent understanding of metacognition, and further embedding creativity and curiosity in learning experiences.

In summary, the Stradbroke School community is proud of the goals achieved this year. I extend my sincere thanks to our dedicated staff, our engaged students, and our supportive families for their continued commitment and partnership.

Tanya Scanlan
Principal

Governing Council Report

At Stradbroke School, the Governing Council plays an essential role in our shared leadership and strong community culture. Our Council brings together parents, carers, community members, staff, and the Principal to help shape the school's ongoing direction and ensure our decisions reflect the needs and aspirations of our community.

Working in genuine partnership, the Governing Council supports key aspects of school life, including policy development, financial planning, site improvement priorities, and long-term strategic planning. Subcommittees such as Finance, OSHC, Canteen, and Facilities provide additional opportunities for families to contribute their expertise, ideas, and feedback.

Through this collaborative approach, the Governing Council ensures that community voices influence school improvement, student wellbeing, and the quality of teaching and learning. Their commitment strengthens transparency, fosters shared responsibility, and helps create a school environment where all children can thrive. The partnership between families and the school is a defining strength of Stradbroke School, and the Governing Council plays a vital role in maintaining that connection.

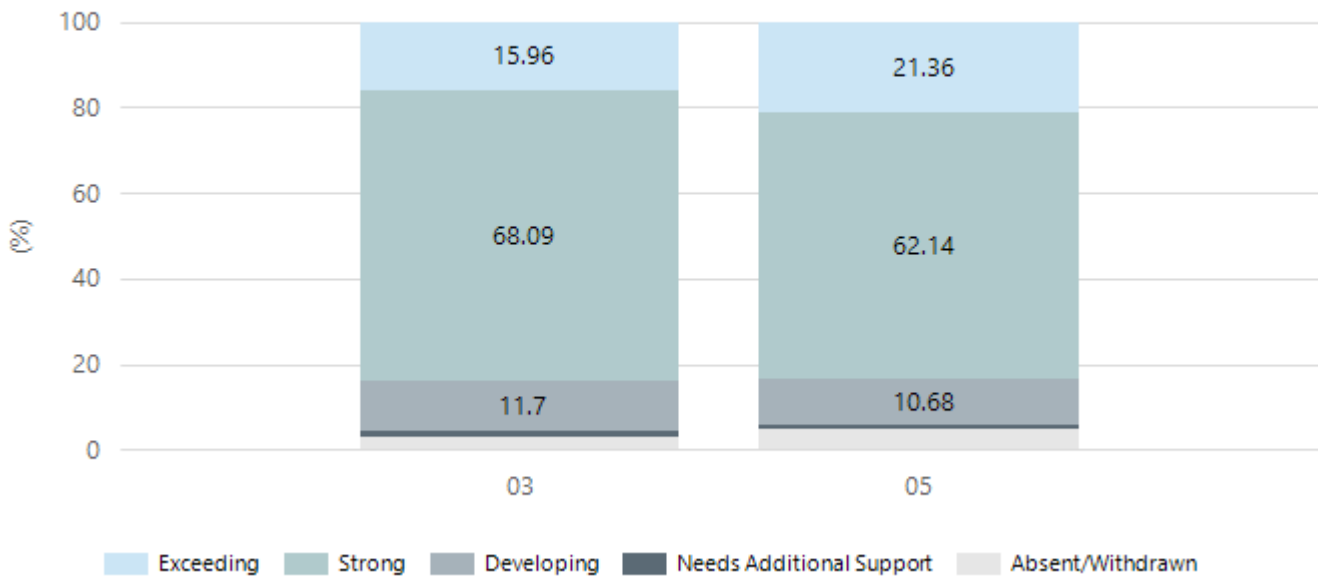
Adam Lawrie
Governing Council Chairperson

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.

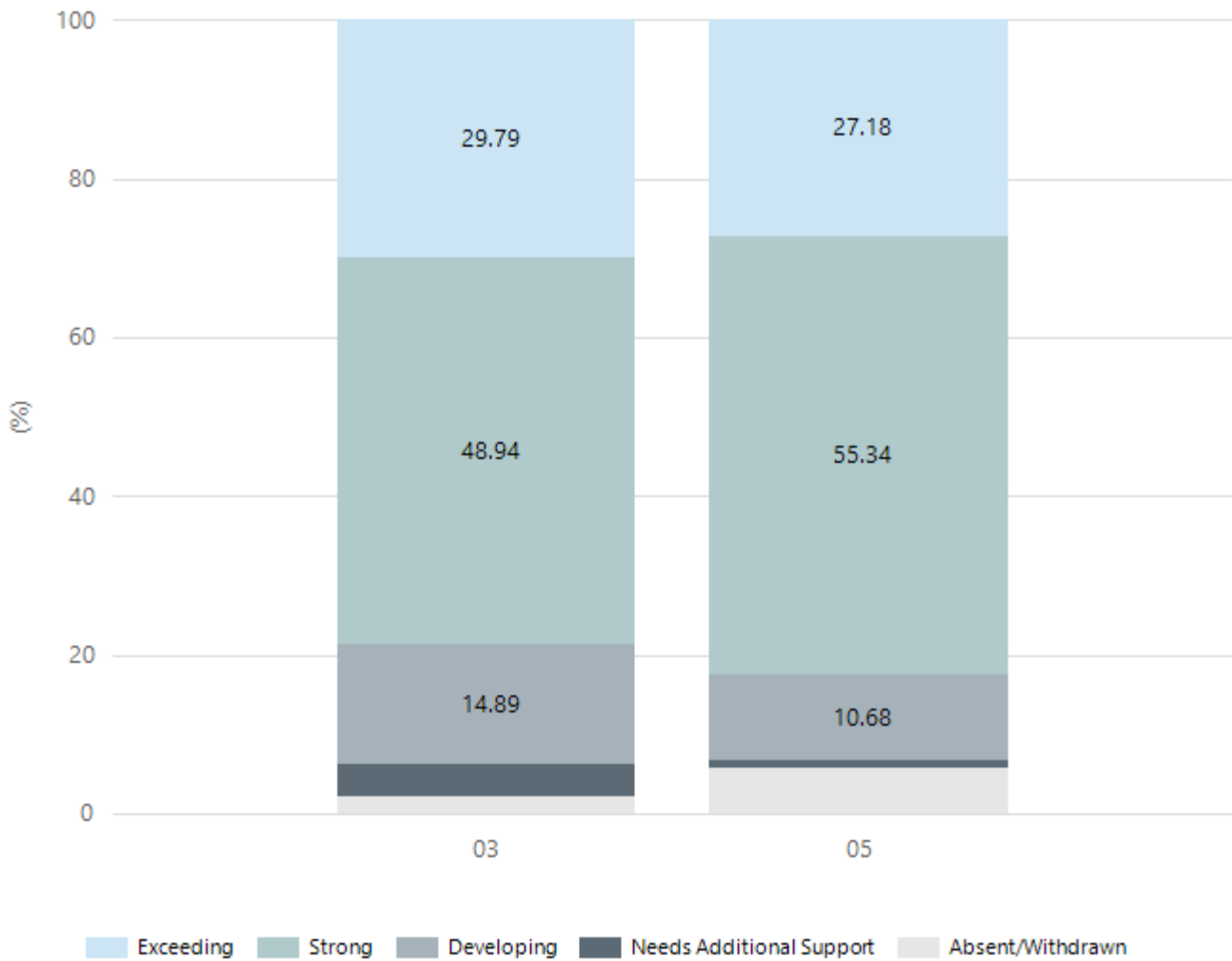
Numeracy



Year Level	03	05
Exceeding	15	22
Strong	64	64
Developing	11	11
Needs Additional Support	1	1
Absent/Withdrawn	3	5
Total	94	103

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.

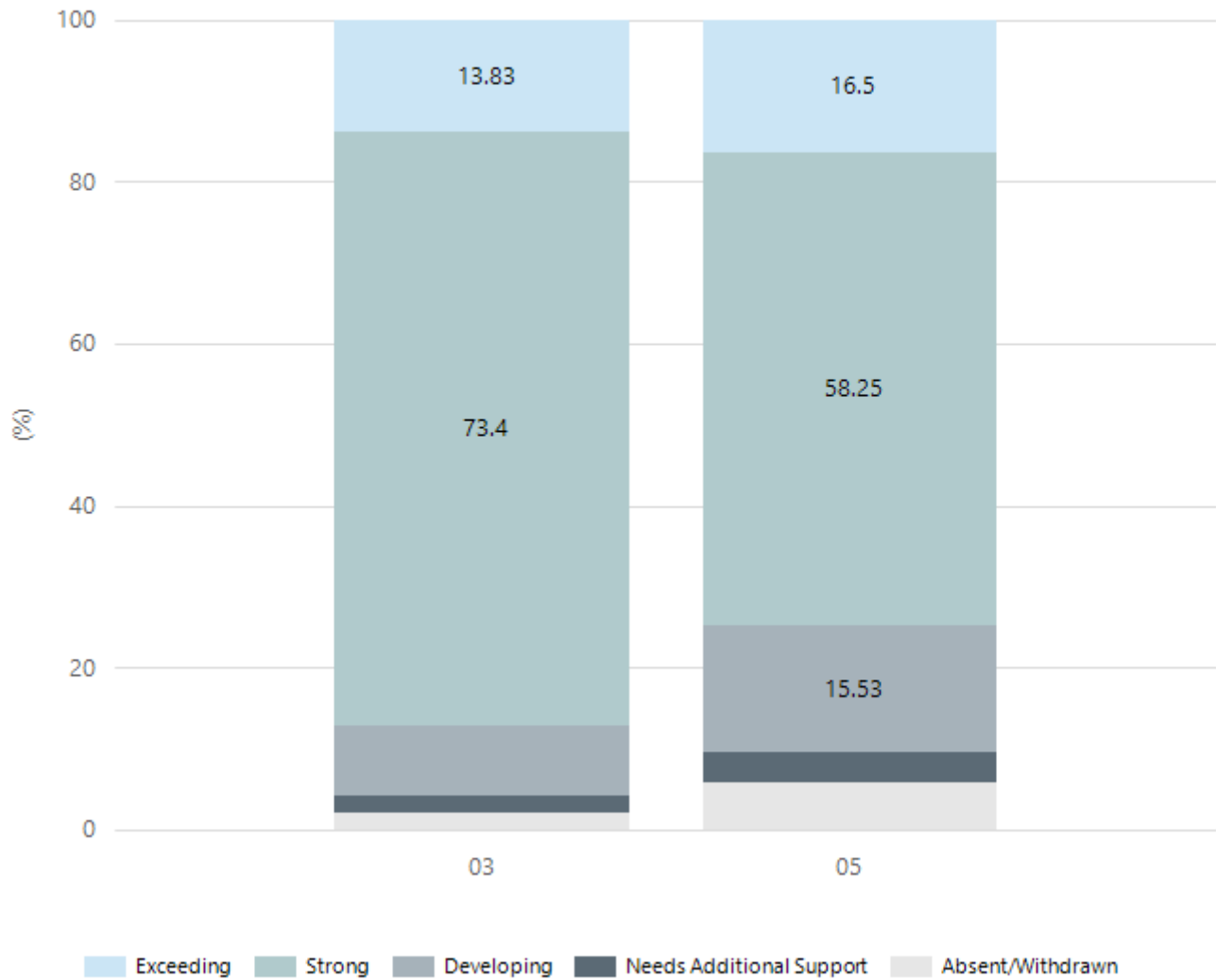
Reading



Year Level	03	05
Exceeding	28	28
Strong	46	57
Developing	14	11
Needs Additional Support	4	1
Absent/Withdrawn	2	6
Total	94	103

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.

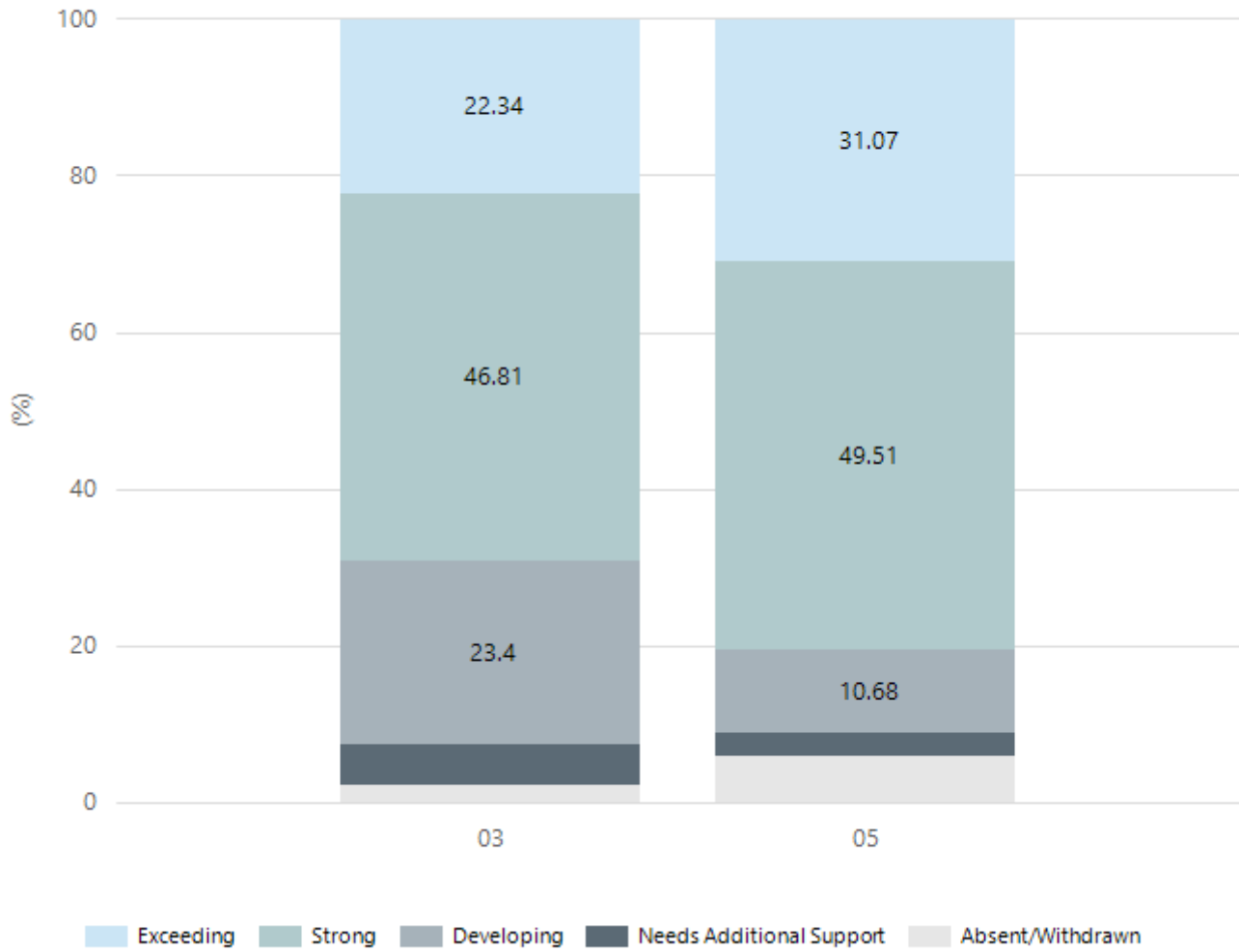
Writing



Year Level	03	05
Exceeding	13	17
Strong	69	60
Developing	8	16
Needs Additional Support	2	4
Absent/Withdrawn	2	6
Total	94	103

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.

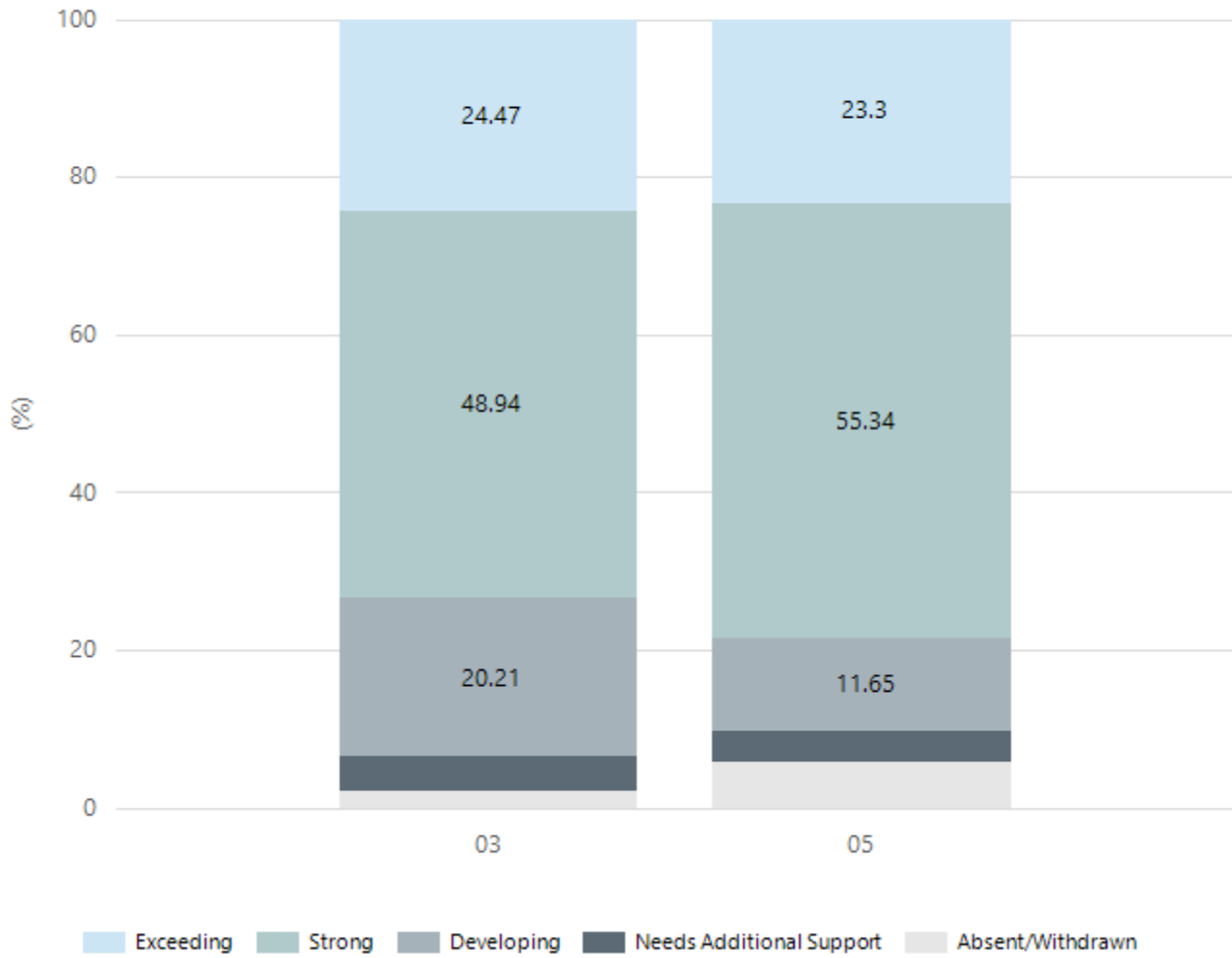
Grammar



Year Level	03	05
Exceeding	21	32
Strong	44	51
Developing	22	11
Needs Additional Support	5	3
Absent/Withdrawn	2	6
Total	94	103

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	23	24
Strong	46	57
Developing	19	12
Needs Additional Support	4	4
Absent/Withdrawn	2	6
Total	94	103

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	92.1%	94.8%	91.0%
Year 01	93.3%	93.4%	93.1%
Year 02	90.6%	93.3%	92.8%
Year 03	93.1%	92.5%	94.4%
Year 04	92.7%	94.0%	93.2%
Year 05	91.7%	93.3%	94.2%
Year 06	90.7%	91.4%	93.2%
Primary Other	75.1%	91.0%	86.3%
Total	91.9%	93.1%	93.2%

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.

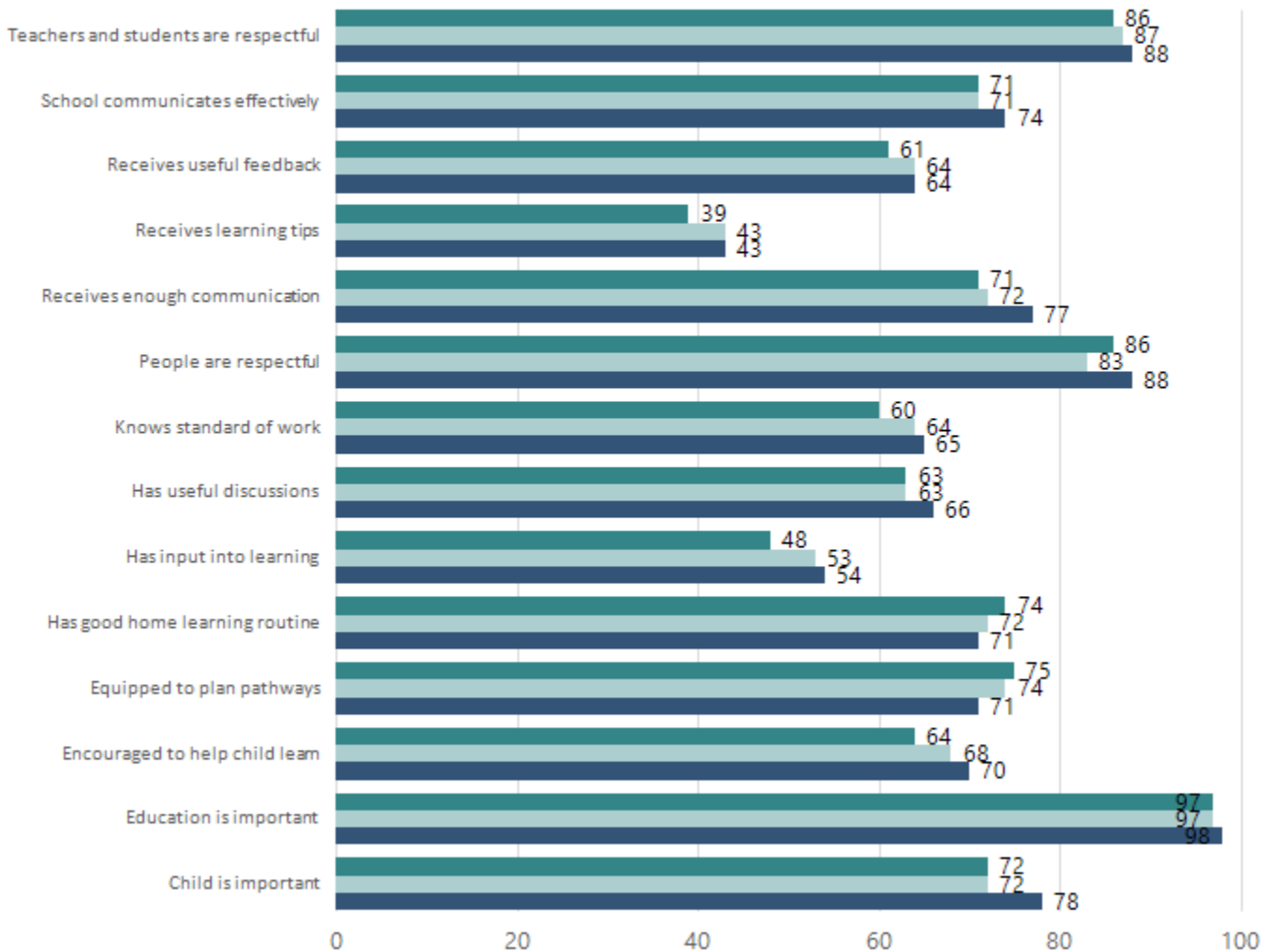
Attendance Comment

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(%)

2023 2024 2025



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

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	2	15.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	31.0%
OV - LEFT SA FOR OVERSEAS	1	8.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	46.0%

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	40
Postgraduate Qualifications	9

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	42.3	0.8	16.2
Persons	0.0	49.0	1.0	22.0

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	\$7,926,937
Grants: Commonwealth	\$5,100
Parent Contributions	\$198,816
Fund Raising	\$52,395
Other	-

Data Source: School supplied data.