

2024 annual report to the Community

Port Elliot Primary School

Port Elliot Primary School number: 356

Partnership: Fleurieu



School principal:

Catherine Knight

Signature

Date of endorsement:

07/02/2025



Government
of South Australia
Department for Education

Context Statement

Port Elliot Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 374. Port Elliot 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 5% Aboriginal students, 17% students with disabilities, 1% 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.

The 2024 year was action-packed with a strong focus on numeracy, literacy and learner agency.

Steven Taylor, our numeracy coordinator and mentor worked with students, staff and families to increase engagement and achievement. This included two student-free days with outstanding guest speakers, training at staff meetings, in class co-teaching, and mentoring. We are well on the path to ensuring key learning targets are achieved and maths becomes an integral part of every day.

Our work in literacy was focused on accurate assessment of all student abilities in reading using the DfE recommended DIBELS assessments (Dynamic Indicators of Early Literacy Skills). Teachers with the support of our literacy mentor, Ruth Willson provided targeted teaching to address areas of concern with notable improvements in accuracy and fluency. The whole school use of the SA Spelling Scope and Sequence was phased in, with full implementation in 2025.

For many years Learner Agency had been identified as an area for improvement (2019 & 2023 External School Review). During 2024, we worked with staff, students and families to examine "What does learner agency look like at PEPS?" This included two student forums, governing council film clips to families, a staff conference day and visits to other schools to see their learning programmes in action. Our SRC participated in the Chief Executive's online student forums. There was considerable discussion and increased awareness of student voice and active involvement in the learning process. Classes developed integrated learning opportunities, responsibility and elements of choice. Key highlights included the student expos in Term 4, where our students spoke passionately and with great understanding about their learning. There was an absolute buzz of excitement and energy. Our current strategy for public education is centred around "Learn and Thrive". The thriving component was clearly evident through the expos. Student feedback from the Wellbeing and Engagement survey (WEC) showed 63% of students reported "high cognitive engagement" an increase of 10% from the previous year, with an overall result 20% higher than the state average.

Our outstanding team of educators has continued to work hard to implement rigorous and challenging learning programmes that reflect local community values while achieving goals within the Australian Curriculum and DfE policy framework.

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

Governing Council Report

2024 PEPS Governing Council AGM. Chairperson's report

In 2024 the Governing Council continued to review reports from the Principal, Staff, Finance, and Parent Network, as well as the behaviour data and NAPLAN results.

This year we were treated to maths games lead by Steven Taylor during his Staff Report presentation each meeting.

Thank you to the Parent Network, who have run many fundraisers, including the popular Colour Run, fun lunches, iceblocks and a Quiz Night for the community that was well attended and enjoyed by all.

Governing Council provided oversight of POSHC and continue to be exceedingly happy with our provider. Our co-ordinators Carolyn and Catherine are highly valued by OSHC parents and Governing Council.

Many Governing Council members were approached over the year by parents who had questions or concerns, and we were able to bring these to the Governing Council and provide responses to parents. I believe that this is an important role of Governing Council – to be a point of contact for members of the school community to share ideas and ask questions. Being more visible and accessible to the school community is something to continue to improve in 2025.

We discussed at length other ways to engage with the school community, particularly around helping families to engage with the concept of learner agency. Cathy and Anthony made a video introducing the concept of learner agency to the school community, which was well received.

We had a range of guest speakers who informed us about different aspects of Port Elliot Primary School life.

Natalie Bond, Performing Arts teacher, gave a fantastic presentation about performing arts at the school, which was informative and a lot of fun!

Stella Dorward shared with us about her role as Aboriginal Education teacher. Kristal Matthews (Aboriginal Community Education Officer) and Stella are doing a fantastic job of supporting Aboriginal students and engaging the wider school community in Indigenous Perspectives.

We heard from Caitlin Rose about Learner Agency and the work that she has done with her class to help them to take ownership of their learning, learning data and outcomes. Governing Council members were invited to a presentation of Caitlin's class' projects. It was amazing to see how much work the students had put in to their projects and how well they were able to articulate the process they had undertaken, as well as information on their chosen topic.

Rachael Norde presented the 2024 Wellbeing and Engagement Survey results to us and discussed areas in which we are doing really well, and some areas for improvement.

Thank you to our wonderful Governing Council in 2024: Stevie Croft, Sophie Medlin, Jo Twelftree, Richard Guest, Karen Loban, Martin Carlson, Anthony Harvey, Steven Taylor, Melanie Struben, Payal Saraf, Jacqui Brayford, Michael Scott and Cathy Knight.

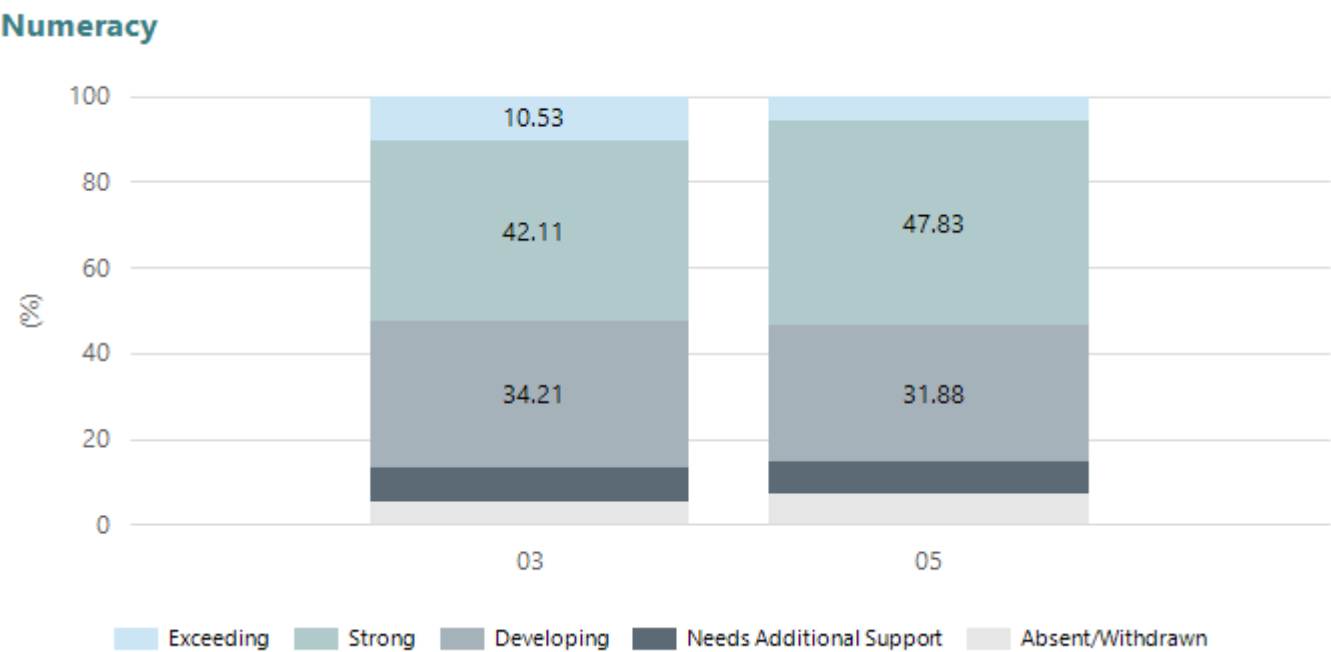
It has been my privilege to serve in the role of Chairperson in 2024.

Liz Furber Chairperson

Performance Summary

NAPLAN Proficiency

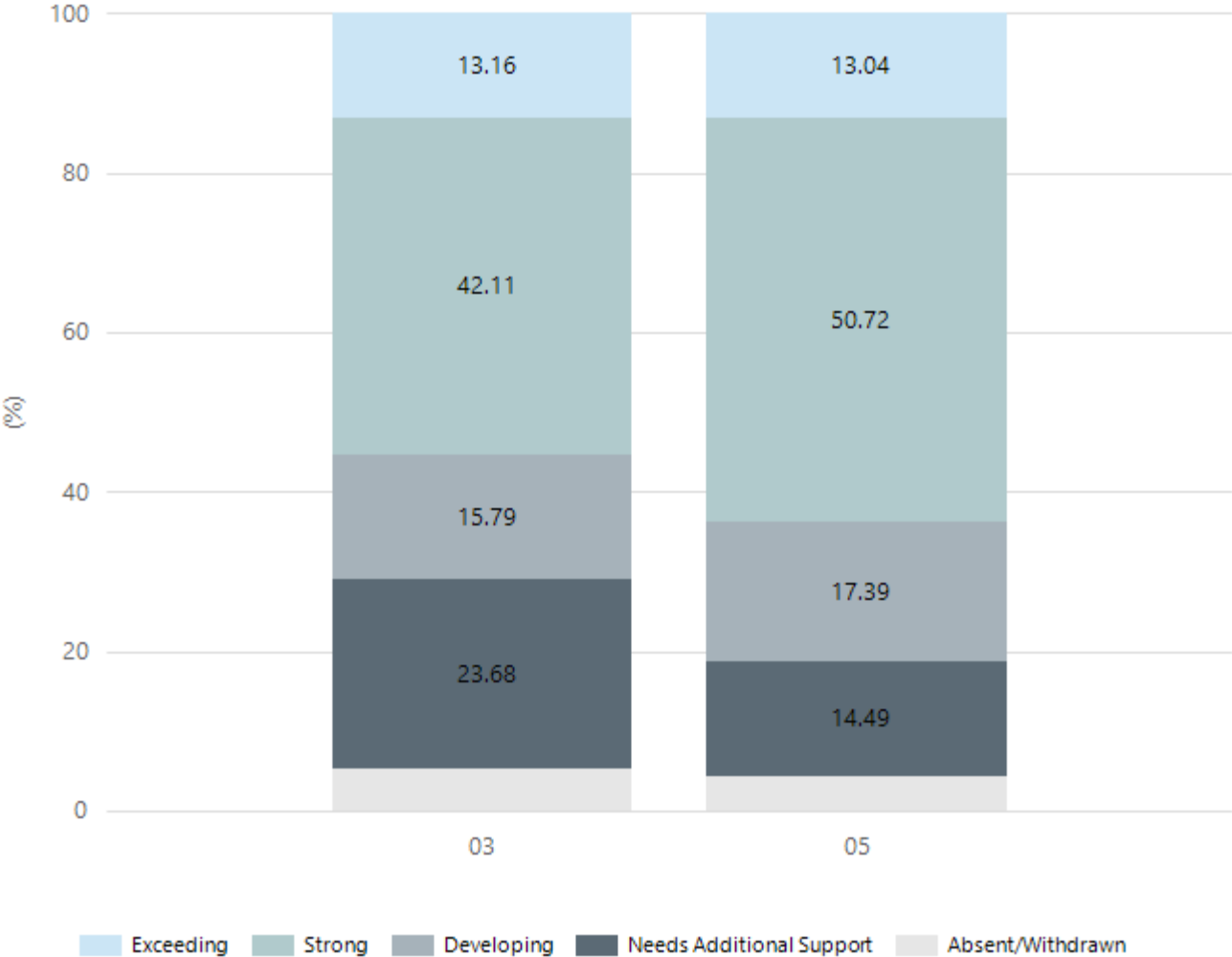
In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.



| Year Level | 03 | 05 |
|--------------------------|----|----|
| Exceeding | 4 | 4 |
| Strong | 16 | 33 |
| Developing | 13 | 22 |
| Needs Additional Support | 3 | 5 |
| Absent/Withdrawn | 2 | 5 |
| Total | 38 | 69 |

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.

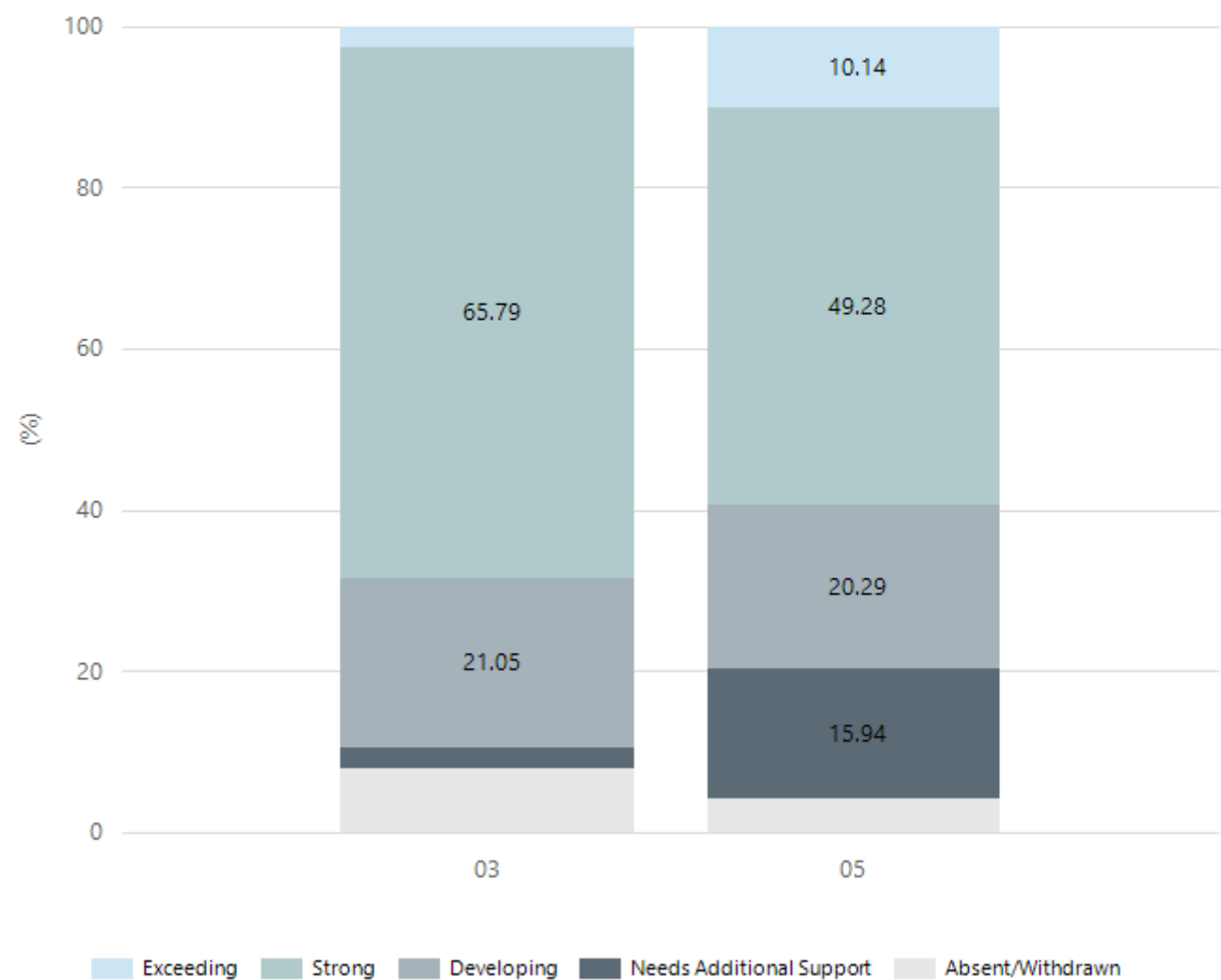
Reading



| Year Level | 03 | 05 |
|--------------------------|----|----|
| Exceeding | 5 | 9 |
| Strong | 16 | 35 |
| Developing | 6 | 12 |
| Needs Additional Support | 9 | 10 |
| Absent/Withdrawn | 2 | 3 |
| Total | 38 | 69 |

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.

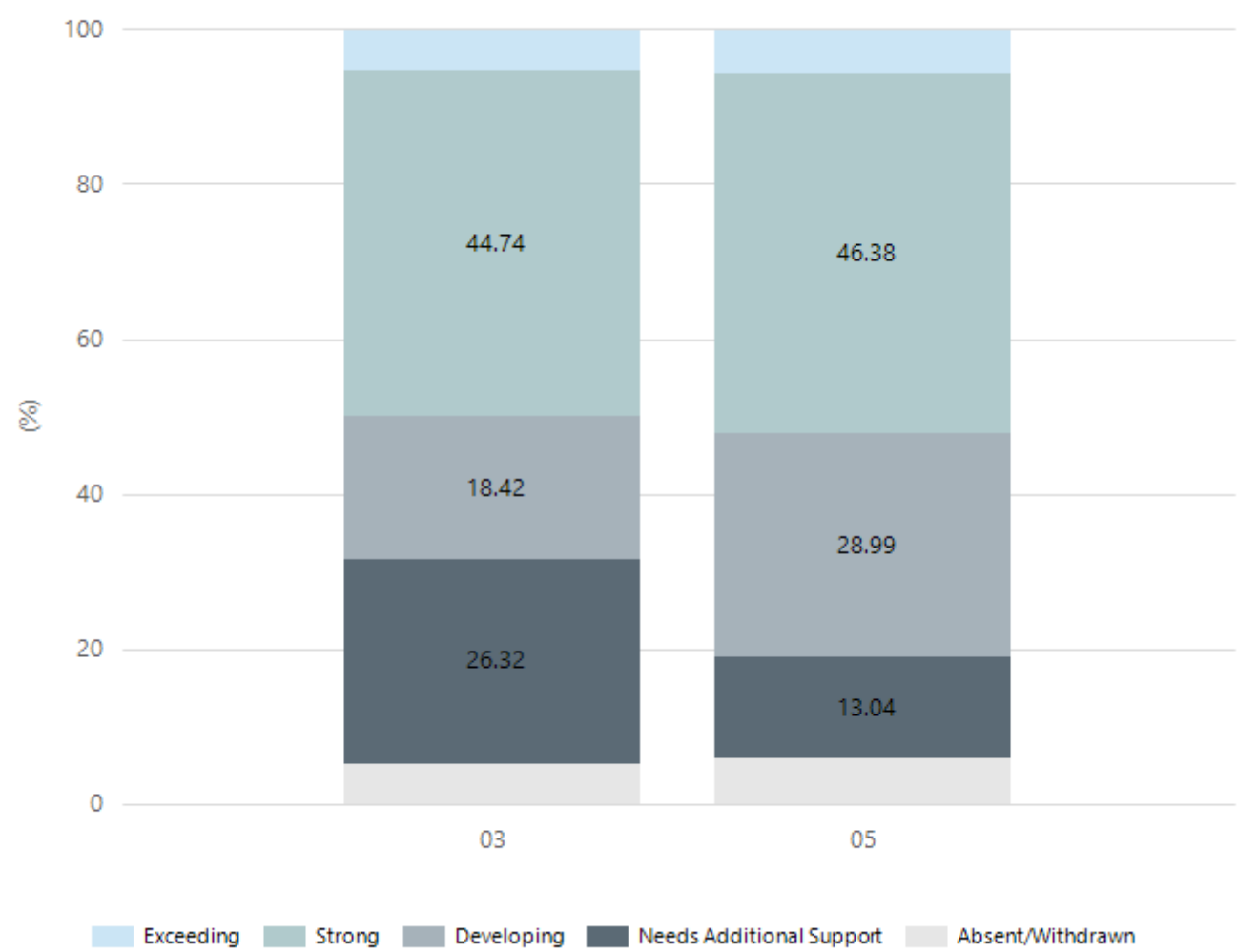
Writing



| Year Level | 03 | 05 |
|--------------------------|----|----|
| Exceeding | 1 | 7 |
| Strong | 25 | 34 |
| Developing | 8 | 14 |
| Needs Additional Support | 1 | 11 |
| Absent/Withdrawn | 3 | 3 |
| Total | 38 | 69 |

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.

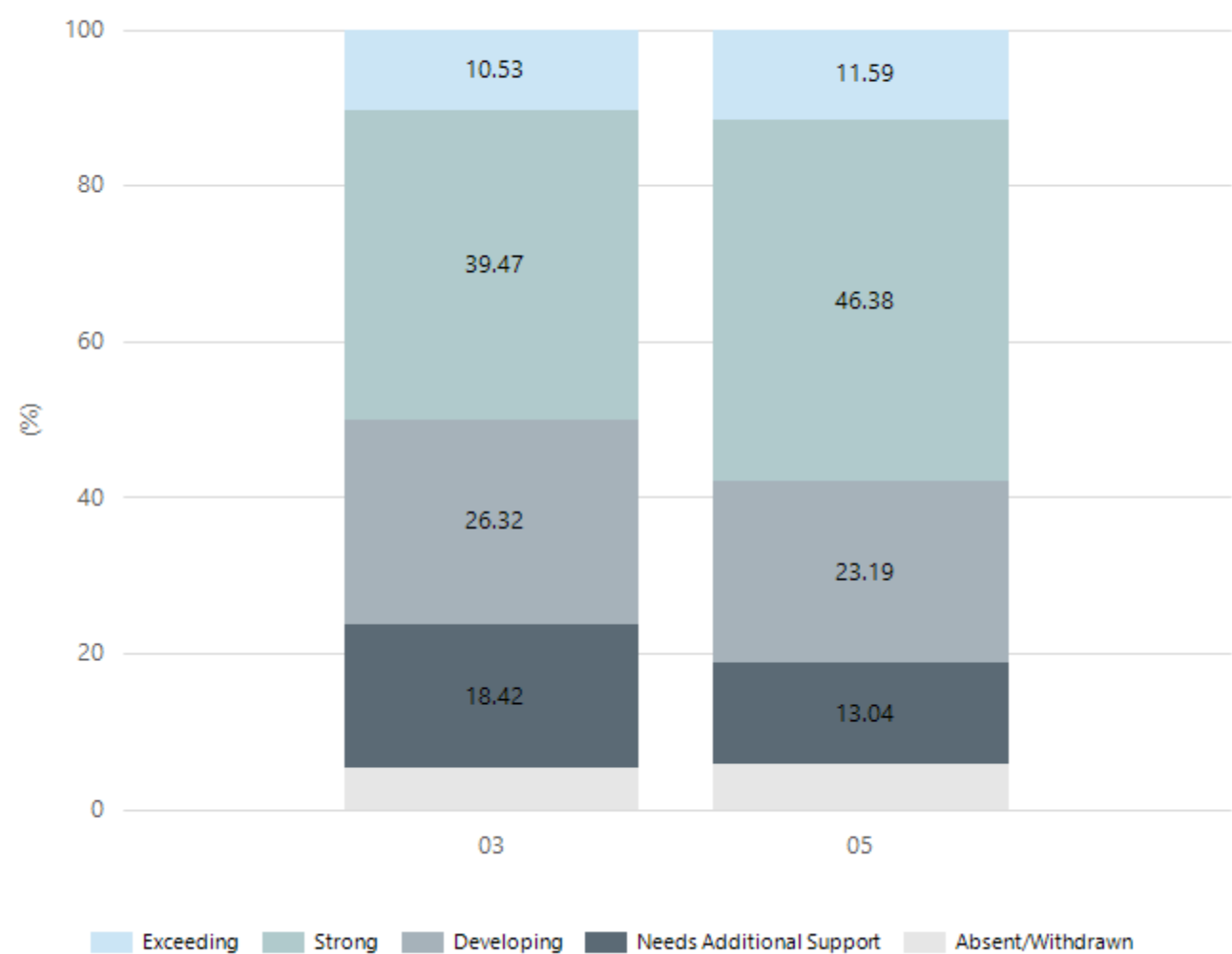
Grammar



| | | |
|--------------------------|----|----|
| Year Level | 03 | 05 |
| Exceeding | 2 | 4 |
| Strong | 17 | 32 |
| Developing | 7 | 20 |
| Needs Additional Support | 10 | 9 |
| Absent/Withdrawn | 2 | 4 |
| Total | 38 | 69 |

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 |
|--------------------------|----|----|
| Exceeding | 4 | 8 |
| Strong | 15 | 32 |
| Developing | 10 | 16 |
| Needs Additional Support | 7 | 9 |
| Absent/Withdrawn | 2 | 4 |
| Total | 38 | 69 |

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.

School Attendance

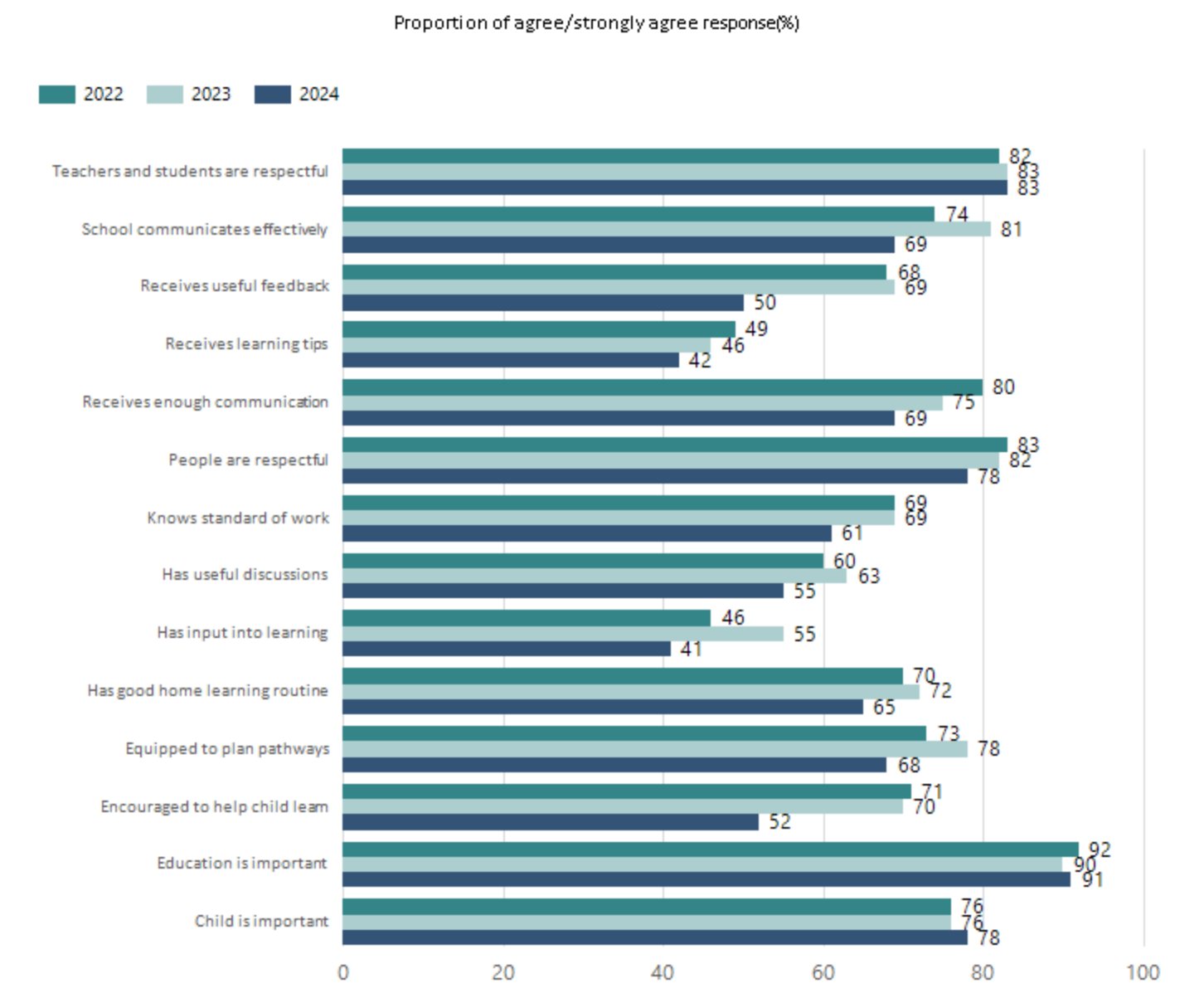
| Year Level | 2022 | 2023 | 2024 |
|------------|-------|-------|-------|
| Reception | 78.5% | 80.1% | 86.0% |
| Year 01 | 78.5% | 82.6% | 84.2% |
| Year 02 | 80.9% | 88.3% | 86.5% |
| Year 03 | 76.4% | 85.0% | 88.0% |
| Year 04 | 82.6% | 82.6% | 86.7% |
| Year 05 | 77.1% | 87.6% | 85.4% |
| Year 06 | 78.0% | 85.1% | 84.6% |
| Total | 78.7% | 84.3% | 85.8% |

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

Intended Destination

| Leave Reason | Number | % |
|--|--------|-------|
| NG - ATTENDING NON-GOV SCHOOL IN SA | 1 | 10.0% |
| QL - LEFT SA FOR QLD | 1 | 10.0% |
| TG - TRANSFERRED TO SA GOVERNMENT SCHOOL | 8 | 80.0% |

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 | 19 |
| Postgraduate Qualifications | 8 |

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 | 0.0 | 24.7 | 0.2 | 14.7 |
| Persons | 0.0 | 27.0 | 1.0 | 22.0 |

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 | \$4,470,589.00 |
| Grants: Commonwealth | \$1,250.00 |
| Parent Contributions | \$186,674.00 |
| Fund Raising | \$12,790.00 |
| Other | \$67,325.00 |

Data Source: School supplied data.