



Port Elliot Primary School

2022 annual report to the community

Port Elliot Primary School Number: 356

Partnership: Fleurieu

Signature

School principal:

Mr Brenton Hudson

Governing council chair:

Kate Annells

Date of endorsement:

13 February 2023



Government
of South Australia
Department for Education

Context and highlights

Port Elliot Primary School has had another year with a focus on writing improvement, wellbeing and acknowledging excellent student academic achievement while managing the complexity of the COVID-19 pandemic. The school enrolments decreased as the year 7s had moved to high school but also there was shift to students being home schooled due to the significant amount COVID in the community. This resulted in class numbers being smaller than expected across the 16 classes and 400 students attending. The year has been impacted by staff absence for health and isolation requirements. During late term 2 there was deliberate focus on staff wellbeing and a removal of unnecessary meetings and tasks to ensure teachers were supported to complete the school year and provide positive learning opportunities for their students.

At the beginning of the school year we welcomed a new teaching staff members: Numeracy Coordinator Kate Taylor for a 3 year tenure, Starr Brown and Sophie Medlin as year 2/3 class teachers and Ken Brodie as Year 5/6 teacher. After more than a decade Karen Robinson as Student Wellbeing Leader has taken long term leave from Term 2 the position has been won by Rachael Norde. In July Margie Hancock took leave and was replaced by Ashlee Murray in the Year 5/6 class. Our ACEO Jade McHughes has won an exciting position to write the Ngarrindjeri language curriculum and therefore was replaced by Kristal Matthews for terms 2 and 3. It is with some sadness that at the end of the year we said goodbye to: Sarah Zadow who is moving to the private system, Sophie Medlin has won a leadership position at Goolwa Primary School, Starr Brown and Ken Brodie both have chosen to take a break from classroom teaching.

Some highlights for the year included:

- Brightpath writing assessment linking with VCOP/Bigwrite is having a very positive impact resulting in writing improvement.
- Sports Day in Term 1 a great event despite over half the staff absent with COVID with Commodore the team winning.
- School camps were held with over the Year 5/6 students travelling to the Flinders Ranges in Term 3 and Roonka in Term 2 and Steven Taylor's and Sandy Warner's classes visiting Naunu farm as a 2 day excursion due to COVID. Tamika William's Year 3/4 class along with the year 3s from the 2/3 class went to Nunyara in the Adelaide hills.
- Book week in Term 3 was enjoyable with activities for all involved including a parade through the local lifestyle village "Elliot Gardens"
- Colour Run was also undertaken during term 4 as a fundraiser by the parent club and was a great success both in money raised but also boosting morale for all.

Overall the year presented many challenges. The staff continued to show outstanding support for each other by taking on various other roles, going without scheduled breaks and ensuring students were able to participate in learning opportunities. Thank you to the parent community who were supportive throughout the year and the Governing Council who reassured teachers of their understanding of the challenges COVID presented.

Governing council report

2023 PEPS Governing Council AGM. Chair person's report

After a delayed AGM, Governing Council got busy dealing with many behind the scene policy decisions and the ongoing review of reports from the principal, staff, Finance, POHSC and Parent Network, as well as the Behaviour data, NAPLAN and annual strategic plan. We welcomed new members Carey Painter, Liz Furber, Sophie Medlin and Martin Carlson. We retained the current POSCH provider following recommendations from the committee. Our co-ordinators Carolyn and Catherine are highly valued by OSCH parents and Governing council.

Again we reviewed the student menu from the supplier to evaluate and remove any new items that fell into a "red" category and issued a letter to explain in more depth the rationale for these categories and hence our school policy. Thanks to Liz Furber for providing her nutritionist services for free.

We voted to support the school leadership to address the removal of mobile phones for school camps as per the government policy, and in line with our site phone policy. As we then evaluated the results of this we learnt that despite some teething issues it was successful. The grade fives had few incidents of students who asked to call home and they more often asked teachers for photos to be taken. The older grade sixes, going further away and for longer did bring digital cameras and Polaroids. None were allowed in dorms or tents. When in range these students were able to utilise the offer to call home to alleviate homesickness, and many of them utilised this option.

By inviting a guest to each meeting we had the opportunity of getting to know better our staff and the programs they run. We had the pleasure of getting to know Sophie Medlin, Kate Tylor, Kate Reynolds, Trina Doig, Stella Dorward, Sally Pearce, and SRC rep Alexis De Luca. We were grateful for the time put into their heartfelt presentations. It is a collective joy to hear from people who were all so passionate, optimistic and insightful. We are privileged to have such competent and personable staff who really are leading the way in their profession.

SRC interacted with Governing Council more this year and we had the delight of approving their motion to add a navy beanie and a navy jacket with PEPS logo to the uniform menu. It was very encouraging to see our young students taking initiative to improve their peers' pride and comfort.

This year we were required by the department to transition to a new constitution. After a precise and lengthy procedure and consultation with the department, we voted to downsize the council configuration. This makes us more able to fill the positions whilst still reflecting a majority parent voice in our large school. We now need 13 members instead of 15 to make a full house.

At the request of a concerned parent, we evaluated the hygiene and ventilation measures on site and with collaboration from the school made sure steps were taken to improve this. There was a report on the ventilation audit, repairs to the electric windows, extra cleaning measures, a Furber family window-opening-tool for high windows, memos and notices from leadership to re-iterated our support for hand-washing measures and outdoor lessons to elevate hygiene practices across the school.

The Sunsafe hat policy was again highlighted with the option to increase the number of hat-mandated days. Coming under the strict Sun Smart mandate of 3 terms with hats is not something our beachside parent community was invested in and so no changes were made to the term 1 and term 4 hat policy.

Our Governing Council has had a busy year of robust discussions about policy and is committed to doing justice to each issue. We have felt the weight of our duty in overseeing the goals and wellbeing of all families attending our school. We had great pleasure hearing from individuals and learning how to best advance our school's ideals. Thank you GC for celebrating and contributing to the success of PEPS in 2022 and beyond. It has been my privilege to serve this fantastic school with your commitment and efforts behind it.

Kate Annells
Chair person.

Quality improvement planning

Staff were involved in setting the Goals, Targets and Actions during the establishment of the Site Improvement Plan late in 2021 and early 2022 with alignment to include writing as per the External School Review of 2019.

GOAL 1

To increase the percentage of students attaining and retaining higher bands in NUMERACY

35% of years 3 & 5 students (23 out of 66 Year 3 students & 19 out of 55 Year 5 students) attain and/or retained in the top two bands of NAPLAN.

- NAPLAN 13% of year 3 12 students absent and 4% of year 5 19 students absent
- 30% of Year 1 students attain Higher Bands of PAT-M (12 out of 40 students) 105 and above 16% of students 5 in total
- 30% of Year 2 students attain Higher Bands of PAT-M (15 out of 51 students) 115 and above 22% of students 11 in total
- 30% of Year 3 students attain Higher Bands of PAT-M (22 out of 66 students) 125 and above 9% of students 6 in total
- 30% of Year 4 students attain Higher Bands of PAT-M (16 out of 53 students) 125 and above 31% of students 17 in total
- 30% of Year 5 students attain Higher Bands of PAT-M (16 out of 55 students) 132 and above 5% of students 3 in total
- 30% of Year 6 students attain Higher Bands of PAT-M (20 out of 69 students) 135 and above 18% of students 11 in total

GOAL 2

To increase the percentage of students attaining and retaining the high band in WRITING

of years 3 & 5 students (23 out of 66 Year 3 students & 19 out of 55 Year 5 students) attain and/or are retained in the top two bands of NAPLAN.

- NAPLAN Results 42% of Year 3 & 9% of Year 5
- 20% of Year 1 students attain Higher achievement in Brightpath (8 out of 40) 61% 19 out of 31
- 20% of Year 2 students attain Higher achievement in Brightpath (10 out of 51) 57% 26 out of 46
- 20% of Year 3 students attain Higher achievement in Brightpath (13 out of 66) 57% 33 out of 59
- 20% of Year 4 students attain Higher achievement in Brightpath (10 out of 53) 90% 47 out of 52
- 20% of Year 5 students attain Higher achievement in Brightpath (10 out of 55) 36% 24 out of 64
- 20% of Year 6 students attain Higher achievement in Brightpath (13 out of 69) 38% 25 out of 65

To increase the percentage of students attaining and retaining higher bands in READING

Goal 1: Target: At least 85% of R-7 students achieving NMS/SEA target in Writing: Results Year 3 95% Year 5 70% Year 7 63%.

35% of years 3 & 5 students (23 out of 66 Year 3 students & 19 out of 55 Year 5 students) attain and/or retained in the top two bands of NAPLAN.

- 42% of year 3 and 22% of year 5
- 30% of Year 1 students attain Higher Bands of PAT-R (12 out of 40 students) 100 and above 18% of students 6 in total
- 30% of Year 2 students attain Higher Bands of PAT-R (15 out of 51 students) 120 and above 12% of students 6 in total
- 30% of Year 3 students attain Higher Bands of PAT-R (22 out of 66 students) 125 and above 28% of students 18 in total
- 30% of Year 4 students attain Higher Bands of PAT-R (16 out of 53 students) 130 and above 38% of students 20 in total
- 30% of Year 5 students attain Higher Bands of PAT-R (16 out of 55 students) 130 and above 21% of students 13 in total
- 30% of Year 6 students attain Higher Bands of PAT-R (20 out of 69 students) 140 and above 14% of students 9 in total

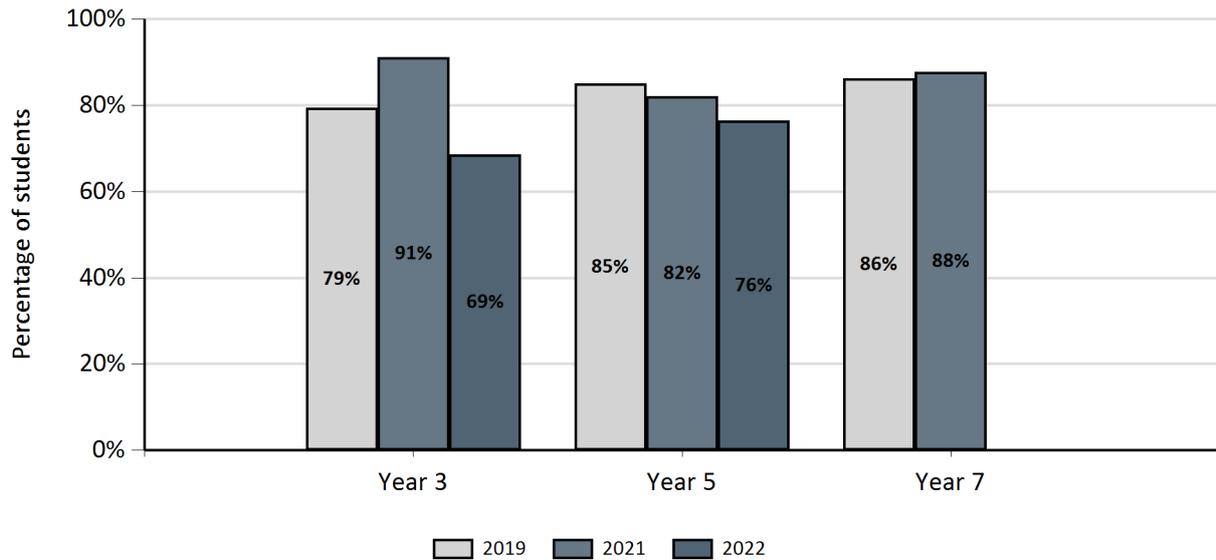
- Our phonics screening results 79% at SEA and number of students 26/33

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

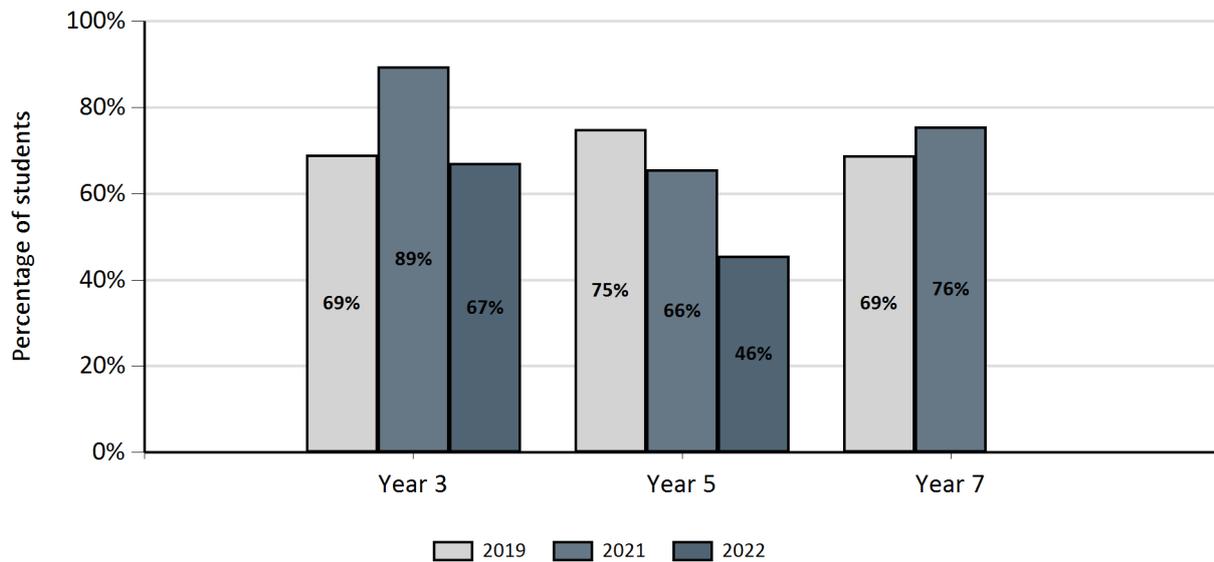


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	67	67	28	9	42%	13%
Year 03 2021-2022 Average	62.0	62.0	28.0	14.5	45%	23%
Year 05 2022	68	68	15	3	22%	4%
Year 05 2021-2022 Average	67.5	67.5	16.5	4.5	24%	7%
Year 07 2021-2022 Average	49.0	49.0	21.0	12.0	43%	24%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

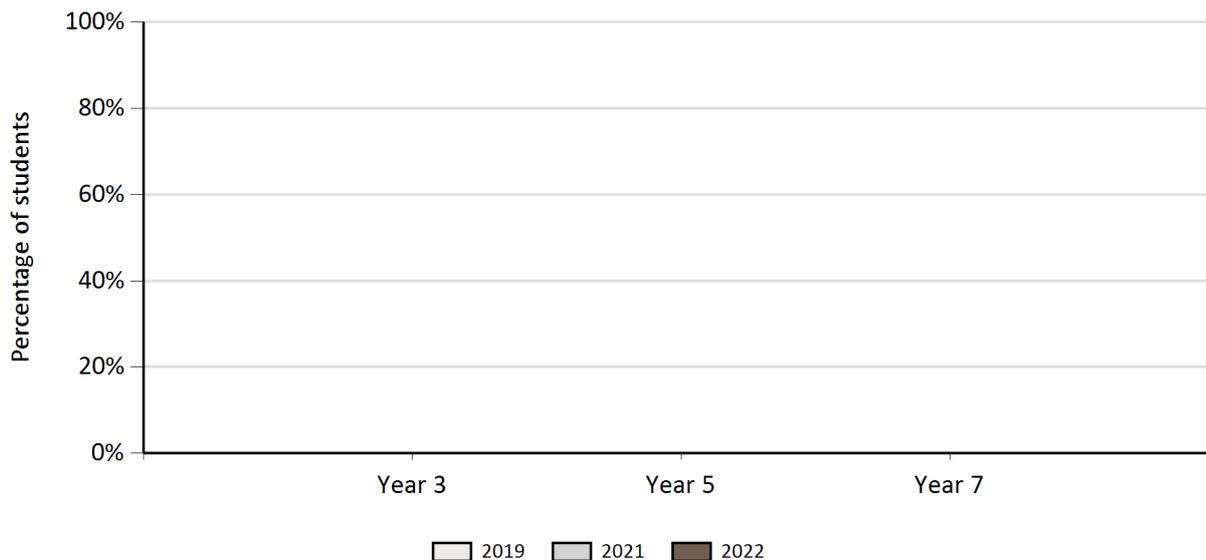
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

^{**}Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



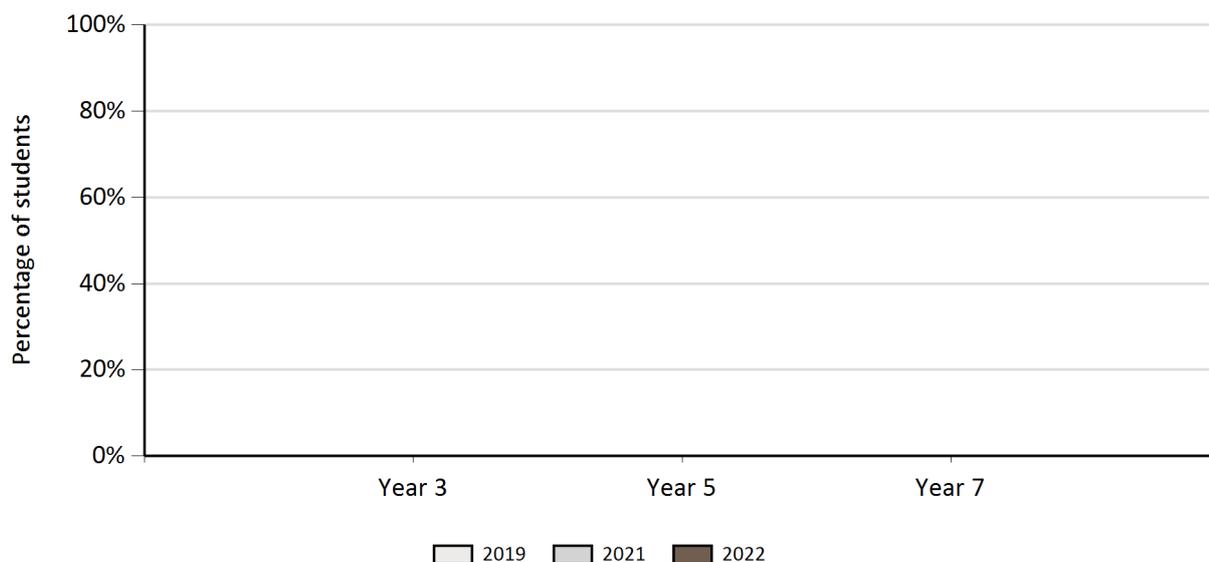
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]Includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

The sites 2022 Aboriginal Learner Achievement was to refine our data management collection systems whilst improving the specificity of individual learner goals. Systems level (macrodata) together with (microdata) in literacy and numeracy is collated, tabled and analysed by the AET in collaboration with the class teacher so that common goals of achievement are established. These goals are incorporated into the One Plan where they are cited and discussed with parents and the ACEO.

The specified data is formally updated at least twice a year but also throughout the year when testing and observations indicate progress. The planned learning is then reflected class programs as well as in the AET's literacy numeracy lessons with each of the students. The AET works with individual and/or small groups of learners across two days. These sessions were successful in delivering targeted intensive learning which was aligned to the class learning whilst also allowing the learner to reflect on what they thought they could achieve.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

The tabled literacy and numeracy data was also utilised to determine who was to receive APAS support and what the specified targets would be across the two terms of intensive support (SSO worked with each student). These targets were set by the class teacher together with the AET. The accelerated learning bought by this support allowed for the set targets to be met by all the APAS learners.

Tracking of attendance and social emotional needs were documented and collaboratively addressed through the class teacher, ACEO, student wellbeing leader and intervention teacher. Cultural goals were set in collaboration with the ACEO.

The improvements made in terms of data documentation, analysis and tracking of First Nations learners is certainly reflecting our commitment to setting targeted specific outcomes for all which can be regularly referred to and reviewed.

School performance comment

The NAPLAN results show that our focus on higher band achievement is achieving results in Year 3 and Year 5. What is notable is the improvement in NAPLAN results in writing given the focus which began in 2020. To have 42% of Year 3 students in the top bands of writing is an excellent result as the 2021 result was also high at 49%. The introduction of Brightpath and VCOP/Big write along with a pivot of the Literacy Mentor to writing can be attributed to this positive result. Brightpath results have also shown a growth in the mean score as teachers have provided explicit teaching on genre writing using the VCOP/Brightpath program. The use of the literacy coordinator to be a small group teacher working with students just below higher band achievement has also resulted in excellent growth and understanding in writing. It will be important to maintain this focus in 2023 as we continue to strive for success.

The numeracy results continue to be a focus with Numeracy Coordinator Kate Taylor spending time in classrooms modelling high quality teaching practice and providing feedback on observations. More resources have been purchased for the 2023 school year to provide hands on learning opportunities for students. Due to COVID restrictions it was not possible for Kate to begin her in class T&D until terms 3 and 4. Plans are already in place for more observation and support during the 2023 school year.

Attendance

Year level	2019	2020	2021	2022
Reception	87.4%	86.7%	88.1%	78.1%
Year 1	90.7%	88.1%	89.7%	80.1%
Year 2	90.0%	90.5%	88.3%	81.5%
Year 3	87.0%	86.4%	90.0%	76.2%
Year 4	91.1%	85.3%	86.1%	83.7%
Year 5	90.0%	87.8%	86.2%	78.6%
Year 6	90.7%	87.8%	89.8%	78.4%
Year 7	89.4%	88.5%	86.0%	N/A
Total	89.4%	87.5%	87.9%	79.3%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance has been a concern during the COVID year. There are still some families who are not attending leave during COVID-19 peak times. Unfortunately, we have also noted students presenting with high anxiety and not being able to attend school. This is a concerning trend moving forward. Teachers, Student Wellbeing Leader, and SSOs follow up on absences and support families to attend school regularly. There have been families referred the Child Wellbeing Practitioner and Social Work with some success. Rachael Norde as Student Wellbeing Leader has been instrumental in leading this process.

Behaviour support comment

The Zone of regulation room has enabled all students to regulate their emotions to be more successful. The terminology of Blue, Green, Yellow, and Red Zone is entrenched across the school along with the “ready for learning” phrase as part of the Berry St Education Model. Some students access The Zone more often to learn strategies through sensory needs & interoception activities to help them regulate. This year the Intervention and Support time increased to 1.4 teachers to ensure all students were supported during these times. Overall the proactive strategies of the Student Wellbeing Leader and Intervention and Support Team of 2 teachers have enabled students to interact safely. Suspensions and 1 exclusion have been implemented for students due to violence and disrespect towards staff members. There continues to be a small group of students who are supported by 1:1 teachers and SSOs.

Parent opinion survey summary

The Department for Education Parent survey conducted in 2022 showed our parent satisfaction is at a very high level. With community as of the school values we value our families contribution.

116 individuals took the time to do the survey

Over 83% of parents found staff respectful.

80% of parents have enough communication, which is a big improvement from 2022.

70% of parents know the standard of work expected.

93% expressed that the teachers speak and know their child

92% value education

Overall results continue to show a high level of parent support. There is a renewed effort in 2023 to have parents on site more and face to face meetings and opportunities as the COVID restrictions reduce.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	23.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	13	76.5%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Port Elliot Primary School has a large volunteer data base with over 150 people registered. The Deputy Principal and Leadership Support SSO have established a checklist that displays all requirements for volunteers. This ensures that all processes are followed including a site induction. All Department for Education Working With Children Check and RaN training is completed before coming on site and/or attending camps or excursions. All teaching staff have maintained teacher registration. SSOs have been monitored and compliance maintained.

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 Degrees or Diplomas	52
Post Graduate Qualifications	11

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.0	28.4	0.0	15.5
Persons	1	33	0	22

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$4,599,099
Grants: Commonwealth	\$2,400
Parent Contributions	\$155,919
Fund Raising	\$12,350
Other	\$55,730

Data Source: Education Department School Administration System (EDSAS).

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Students who received this funding were supported through programs such as; The Zone Room, 1:1 teaching, SSO classroom support, and small group work on life skills tasks.	Improvement of attendance in class of targeted students & increased engagement.
	Improved outcomes for students with an additional language or dialect	Students were targeted with support from EALD teacher Stella Dorward. Students were in small groups or 1:1 time.	Ongoing improvement and identification of more eligible students
	Inclusive Education Support Program	Over 60 students who are identified with disabilities are supported via the classroom teacher, Intervention and Support Teachers 1.4 and SSOs. Students are involved in various programs including understanding sensory and learning needs.	Identification of higher levels of support when required. Students are more engaged. Maclit, Brightpath, PAT and NAPLAN data show growth
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Aboriginal students were supported through literacy and numeracy improvement with APAS funding and AET support 1:1. The ACEO worked in class and small groups with individuals linked to SMARTAR goals. Learning difficulties funding was used to support the Macqlit in programme increase the number of students eligible	As per the PSC, PAT and Reading Running Record results students continue to show improvement through access to programmes.
Program funding for all students	Australian Curriculum	Primary learning improvement funds were used to release for teachers to work in teams on moderation on Brightpath and around the Department for Education Units of work. Time was also provided for the release of specialist teachers for mentoring opportunities. This was significantly limited due COVID restrictions and lack of TRTs	As per the NAPLAN, PAT, Running Record and Brightpath results.
Other discretionary funding	Aboriginal languages programs Initiatives	Language activities such as storytelling in Ngarrindjeri for all students. Lessons support in class and small group. Whole class lessons and practice using welcoming and common Ngarrindjeri words.	All students have shown improvement. Staff and students using common words regularly.
	Better schools funding	Numeracy Intervention programme to support students from Reception to Year 6. 50min of small group SSO intervention per class per week. Limited consistency due to SSO availability during 2022.	Growth in targeted student achievement and confidence in Mathematics
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	Opportunities for students to be involved in Children's University challenges. Selected students working in small group with librarian on high level skills sets. Advanced writing group working with Literacy Mentor at breaktimes resulting in various awards in Short Story competitions.	High Achievement in A-E grades. Mayors Short Story winners in Year 3, 4 and 5.

