



2023 annual report to the Community

Port Neill Primary School

Port Neill Primary School number: 361

Partnership: Central Eyre 2



School principal:

Lisa Masters

 Signature

Date of endorsement:

25/02/2024



Context Statement

Port Neill Primary School caters for students from R-7. At the time of this report, the enrolment in 2023 is 17. Port Neill Primary School is classified as Category 3 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes, 6% 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.

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. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

NAPLAN results are not shown where sites have enrolment of less than 6 students in the applicable NAPLAN year levels.

School Attendance

Year Level	2021	2022	2023
Reception	91.8%	88.3%	92.1%
Year 01	93.0%	86.3%	92.6%
Year 02	86.2%	87.3%	89.1%
Year 03	88.8%	88.0%	89.5%
Year 04	96.9%	74.0%	89.9%
Year 05	86.5%	94.0%	95.5%
Year 06		80.0%	92.1%
Total	91.8%	87.0%	91.2%

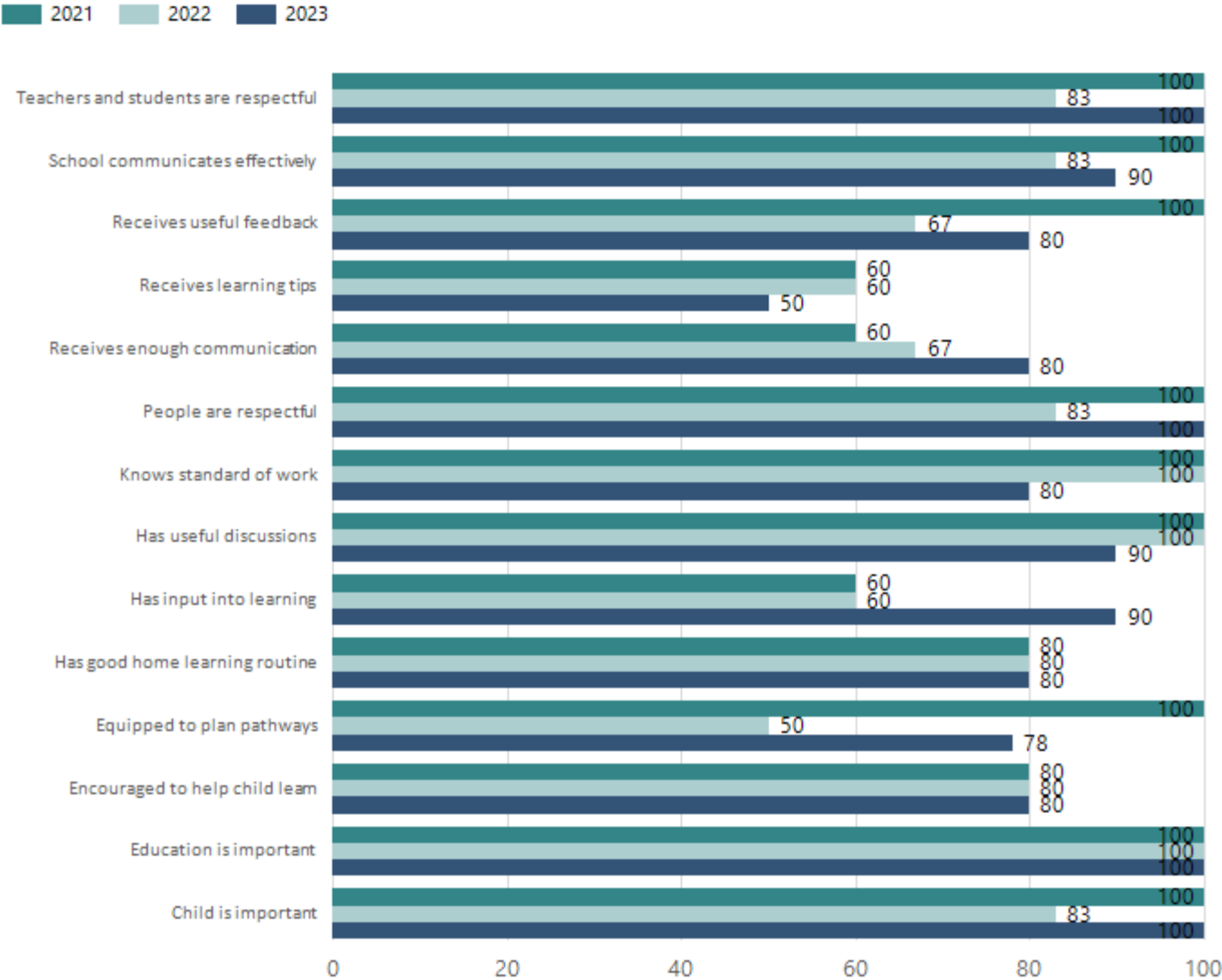
Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to 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.

Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2023 Department for Education Parent Opinions Survey, Term 3 2023.

Intended Destination

Leave Reason	Number
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Data Source: Department for Education Destination Data Report, 2023. Data extract term 3 2023. 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	3
Postgraduate Qualifications	1

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. 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	3.5	0.0	1.6
Persons	0.0	5.0	0.0	4.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

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	\$551,817
Grants: Commonwealth	\$1,500
Parent Contributions	\$5,768
Fund Raising	\$13,622
Other	\$7,598

Data Source: School supplied data.

PNPS GOVERNING COUNCIL CHAIRPERSON'S REPORT 2023

In 2023 we started the year covid free and face to face. Lisa Masters returned to continue her role as Principal and Olivia Sly as the permanent classroom teacher in the Junior Primary R-2 class, comprising eight students. We welcomed Eliza Laete, a graduate teacher, to the position of Upper Primary teacher with a class of nine students. We also had Lauren Hunt teaching Community Connections one afternoon a week, providing a diverse range of learning experiences for students, and interactions with the wider community. We welcomed two new Reception students.

This year included the biennial Theatre Bugs production funded by Governing Council, with a week of specialist delivered workshops culminating in a whole-school performance of 'The Lorax' at the Pt Neill Hall. Every student shone in their role and it was, as ever, delightful to see their enjoyment when performing. This is something that Governing Council continues to prioritise as a way to delivery high quality arts experiences. It was also nice to be free of covid restrictions and to have a shared 'bring a plate' supper afterwards with our community.

Governing Council has funded a new ride-on lawn-mower and has begun to look at options for new uniforms. School beanies arrived (a bit late for winter) and the year six students were involved in designing a year six school leavers hoodie.

For the first time in many years (possibly fifteen), we had two students graduate from Pt Neill Primary School after completing their entire primary schooling here. Next year eight Reception students will begin their schooling at PNPS, three in January and five in term three, as the mid-year intake recommences. I am very much looking forward to the 2030 graduation ceremony.

Before writing this report, I looked back over my reports of the last six years. I noted an early focus and anxiety on high principal turnover and an ongoing preoccupation with student numbers and a school bus. I am thankful to leave the school with stable leadership in place and a healthy turnover of classroom teachers, providing a variety of experiences and relationships for students. I also noted a strong commitment to and value on collaboration between school, families and the wider community: special events, working bees, fundraising endeavours etc. This strong sense of connection to PNPS is one of its great strengths. While sad to leave, I'm sure that I and my family will continue to feel connected and look forward to watching the journey continue.

Judith Rehn

Lisa Masters - PRINCIPAL REPORT 2023

2023 commenced with 17 enrolments, our highest for many years. Our SIP goal was to increase reading achievement with the Challenge of Practice of intentionally designing the supported reading component of the teaching and learning cycle to influence writing by explicitly teaching language features and text structures. Throughout our school improvement cycle we regularly reviewed and evaluated our progress of the SIP resulting in student success criteria and teacher actions being achieved. Throughout the year teachers were involved in PLC and coaching to further develop implementation of LISC for students to self-monitor and self-assess their learning. Progress was made in this area however, this is an area we will continue to focus on in 2024.

NAPLAN reporting was changed in 2024 so results are not comparable to past years. Our PAT R & M data did however show that all students met SEA or higher, which is the first time in several years. It is wonderful to see this improvement across all learners.

Our school continued to work with community through the Community Connections program and our partnership with Next Gen Waste Co strengthened. The Governing Council purchased a plastics shredder and extruder with the intention of students sharing their knowledge of plastics recycling and circular economy with other school groups and community members. Seeing the benefits of Inquiry Based learning in Community Connections we made an intentional decision to trial integrating learning areas in the afternoons with teachers using a Learning for Transfer framework resulting in students inquiring into a local issue/problem. This involved professional development about the curriculum concepts and is a pedagogical practice we will aim to explore further in 2024. We strive to build our student's capacity to lead their own learning and to be effective learners so they can build the dispositions and capabilities needed to achieve their 'why' and school vision.