

2024 Annual Report to the School Community

School Name: Portarlinton Primary School (2455)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 20 March 2025 at 11:06 PM by Lesley Allbutt (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 28 March 2025 at 04:58 PM by Lesley Allbutt (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program '[Results and Reports](#)' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Our Vision: Empowering lifelong learners to achieve and make a difference in a rapidly changing world.

Our Purpose: Empowering learners to achieve and make a difference now and in the future.

Our Values: At Portarlington Primary School, we are all Learners, and we are all Respectful, Responsible, Kind & Safe.

Our Learner Assets: Learners at Portarlington Primary School are Curious, Purposeful, Reflective, Empowered and Persistent.

Portarlington Primary School is a coastal community school located approximately 35 kilometres from Geelong on the picturesque Bellarine Peninsula. Portarlington Primary had an enrolment of 176 students during 2024.

Guided by our school values there is a very positive tone in our school and a clear focus on purposeful teaching and the expectation that every student is engaged in their own learning. The grounds and buildings are consistently enjoyed by our children and our community. We have a before school/after school/vacation care program that operates throughout the year. Four vacation care programs are provided.

In 2024, the school had 24 regular full and part-time staff members. This included 2 principal class officers, 13 teachers and 10 education support staff. A teaching and learning specialist supported teaching teams with planning and student data analysis one day per week. Our tutor teacher supported students working in small groups requiring extra support for 4 days per week. The school also staffed a technical support person (4 hours per week) and a grounds-person and cleaner.

There is a strong emphasis on academic learning and the early acquisition of literacy and numeracy skills. Student teacher ratios were kept to an average of 22 students to ensure that intervention strategies were implemented for all students requiring additional assistance in literacy and numeracy. The school programs maximise the potential of all students. Student assessment and data collection form the basis of teacher planning.

School classrooms are well resourced with student access to mobile devices such as iPads and large screen TVs. A BYOD program also operates, and students can choose to utilise their own iPad.

Four specialist programs included STEM, visual arts, music and performing arts and physical education. Our school provides a myriad of learning activities, student celebrations and community connection activities.

There is always a strong partnership between staff and parents with high parent/carers and volunteer participation rates in our classrooms, school council, excursions, sport, parent/carers action teams, fundraising and student conferences.

The parent satisfaction data represented in this report does not reflect overall high levels of engagement of parents and carers at our school as only 15 parents responded out of a total of 127 families.

The school culture involves a strong focus on success and the positive actions of everyone. Throughout 2024, the communication strategies were prioritised to ensure that our community was well informed. Our staff, students and our community are supportive and committed. Our staff approach their work with diligence and professionalism.

Progress towards strategic goals, student outcomes and student engagement

Learning

Portarlington Primary School provides a strong academic program for its students particularly in literacy and numeracy. This is the result of dedicating blocks of time to teaching core subjects, supporting students with explicit teaching and improving teacher capacity through coaching and team analysis of individual student learning data outcomes. “Every child can learn, and every child can progress” underpins our beliefs at Portarlington Primary School. Staff work collaboratively every single day to plan, teach, assess, reflect and monitor so that learning continuity for the children is not compromised.

The school instructional model embeds the Department of Education High Impact Strategies.

Teacher Judgements: - The percentage of students (P-6) from Foundation to Year 6 working ‘at or above’ age expected standards based on Teacher Judgement in English and Mathematics shows that Portarlington Primary School: -

- 1. Performed above the state scores in English-Reading and Viewing.
- 2. Performed equal to the state scores in English- Speaking and Listening and in Mathematics

Writing and Spelling are areas of improvement for the school. It is pleasing to note an improvement in the teacher judgement learning data for Writing from 2023 to 2024.

NAPLAN Tests: The participation rate for 2024 was 100% for both year 3 and year 5. Each year, we ensure that all parents and carers were informed of the support that we provide to the students in preparation for NAPLAN Testing.

Year 3 Results: Portarlington Primary School improved in reading, writing, spelling, and numeracy when comparing the 2024 results to the 2023 results.

Proficiency Levels		
Exceeding/Strong/Developing Needs additional support		
Reading	86% (2024) - 76% (2023)	14%- 4 students (2024) - 24% (2023)
Writing	90% (2024) - 85% (2023)	10%- 3 students (2024) - 15% (2023)
Spelling	83% (2024) -76% (2023)	17% - 5 students - 24% (2023)

Numeracy	82% (2024) - 79% (2023)	18% - 5 students (2024) - 21% (2023)
Grammar and Punctuation	72% (2024) 74% (2023)	28% - 8 students (2024) - 26% (2023)

Year 5 Results: Portarlington Primary School improved in spelling, and grammar and punctuation when comparing the 2024 results to the 2023 results.

Proficiency Levels		
Exceeding/Strong/Developing Needs additional support		
Reading	90 % (2024) - 92% (2023)	10%- 2 students (2024) - 8% (2023)
Writing	80 % (2024) - 86% (2023)	20%- 4 students (2024) - 14% (2023)
Spelling	86% (2024) - 77% (2023)	14%- 3 students (2024) - 23% (2023)
Numeracy	81% (2024) - 86% (2023)	19%- 4 students (2024) - 14% (2023)
Grammar and Punctuation	90% (2024) - 80% (2023)	10%- 2 students (2024) - 20% (2023)

2025: Moving Forward:

Tutoring: All students identified as requiring ‘additional support’ as a result of their NAPLAN scores will participate in small group tutoring as part of the Tutor Learning Initiative in 2025.

High Achievers Program: The school has had students involved in this program for several years and will continue to involve the students identified by their NAPLAN scores in 2024 and into 2025.

Disability and Inclusion: Interventions for students with a Disability and Inclusion profile are guided by student learning goals collaboratively designed by parents/carers and teachers. They will be continued to be supported through DI processes.

Wellbeing

Our school culture guides the development and maintenance of our safe and secure school environment. Our students are involved in activities that promote wellbeing such as student

mentoring, buddy support programs, and multi-age celebrations which create a positive environment for students to achieve success.

Wellbeing is also enhanced through setting learning goals, community service and taking on positions of responsibility & leadership. Student strengths are enhanced through participation in a varied curriculum program and a wide variety of extra-curricular sport and leisure activities. Consistent codes of conduct, restorative practices and logical consequences are reflected in the calm tone across the school.

Inclusion The 2024 Attitudes to School Survey (completed by years 4 to 6), showed that the 'sense of inclusion' of these students (90%) was above the state scores (88%). This is due to a focus on wellbeing by the school. Portarlington Primary School increased whole school activities and programs. Wellbeing extended play sessions continued whereby the children have extra time outside at lunch time on a Friday on a regular basis.

Experiencing Bullying In 2024, the school data in the area of 'experiencing bullying' improved which is a reflection of the implementation of the Respectful Relationships framework and also the educational program conducted in the senior learning community around understanding bullying. Experience of Bullying measures improved; 76% of students had no experience of bullying (2022) to 82% (2023) and this improved further to 84% in 2024. In 2024, our school participated in the School Wide Positive Behaviour coaching and training program. Students had increased opportunities to develop a clear and consistent understanding of conflict management strategies and the support systems that are in place at school for all students. For 2025, the school will continue in the second year of SWPBS coaching and training. Students will have increased voice in determining improvement in this area. Whole school and year level events will be increased to help foster the sense of belonging and connectedness.

Engagement

Portarlington Primary continues to monitor and focus on a variety of engagement strategies to improve school attendance. Attendance is an area that has continued to be a focus for 2024 as we want our students to be at school. We know that students who have higher attendance rates improve their learning and wellbeing. The percentage of students with 20 or more absence days decreased from 46% (2023) to 42% in 2024.

It is concerning that the average number of absence days per student is 24.5 however this figure does not recognise that we had 29% of students with attendance at 95% or higher or that 54% of our students had attendance rates above 90%.

With regard to attendance percentages at 90% or above, Portarlington Primary at 29% scored above the state score of 26%.

Strong relationships are developed with families. Where attendance can be a challenge, parents/caregivers meet with staff so that the needs of the child and a support plan can be developed to ensure that learning progresses. Our Mental Health/Wellbeing Officer is overseeing the strategies to connect with families whose children have high absences. This role has supported teachers in gathering data on absences and contacting students and their families regularly. An emphasis on "Everyday Counts" and lifting the profile of student attendance at assemblies, in newsletters and through contact with parents has been strengthened with Student Support group meetings

implemented to support students with high levels of absence. We continued to educate our school community on the importance of attending school to improve student learning outcomes. There are some students with chronic absence who receive school support and there also continues to be an increased tendency for some families to holiday during term time. Once again during 2024 (as with past years post COVID 19), this was more evident with families travelling overseas and around Australia. We also make sure that we notify parents and carers that students are expected at school on special event days as we run our normal English and Mathematics programs. Event days are not an excuse for a day off from school. Students are able to wear casual clothes on their birthday so that everyone can recognise their special day. Throughout the year, staff work to strengthen their understanding of student voice and agency. Teachers develop their processes to co-create learning goals with each child. In 2024, the students, with the leadership of the school captains, raised money for new soccer goals. Student voice and decision making continues through structured processes such as the School Captain process, Junior School Council, House Captains, Outdoor Mentors and also the Art, STEM and Music/Performing Arts leader roles and responsibilities. For 2025, we have made additional leader roles available at the Year 3 and 4 level.

We have many opportunities for the students to connect with each other through Ride and Walk to School events, Harmony Day and Book Week celebrations support the development of student voice. We have whole school and year level sports days, camps and excursions that provide opportunities for our children and our families to be involved. The family picnic and science night were well attended by our students and school community in 2024 and the school concert planned for 2025 is always a very exciting event for our students.

For 2025, we are continuing our attendance strategy.

Financial performance

Portarlington Primary is in a sound financial position due to prudent financial management and fundraising. The student supplies contribution for parents and carers has been kept extremely low.

Local fundraising activities driven by the school council were undertaken throughout 2024. The colour run is always very popular with our school community. Additional funds are also sought through applying for grants. Our wider community also supports many of the school council fundraising activities and projects that we have each year to provide additional learning opportunities, programs for students and provide additional resources for our school environment.

All moneys held at the school are committed to programs through a thorough program budgeting format.

Equity funding is used to provide additional human resources for students by maintaining smaller class sizes and the purchasing of essential materials for student learning.

Funds continued to be improved in 2024 by receiving money from the state government to employ our school-based tutor for students requiring additional assistance. The state government also increased funds in the Disability Inclusion Tier 3 program for Portarlington Primary School.

The School Council President, Treasurer, Principal and the Business Manager monitor the financial management of the school through monthly sub-committee meetings, and they report directly to the school council twice each term.

For more detailed information regarding our school please visit our website at
<https://www.portps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 180 students were enrolled at this school in 2024, 85 female and 94 male.

2 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

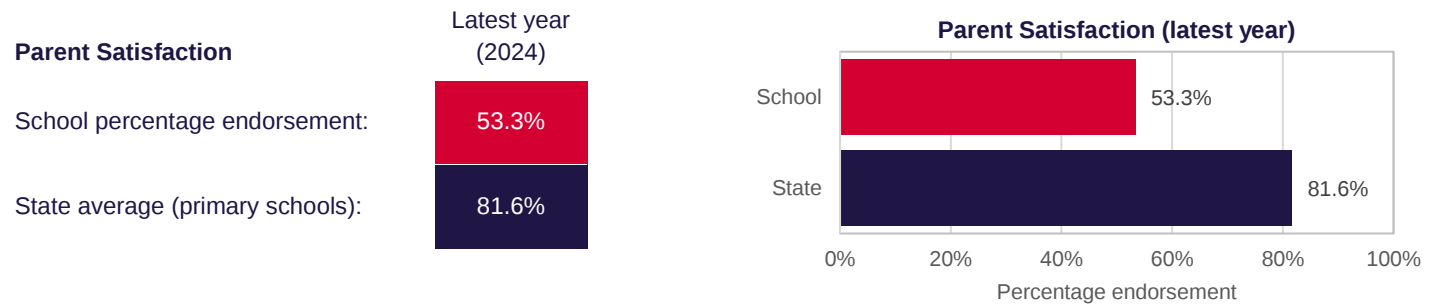
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: **Low - Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

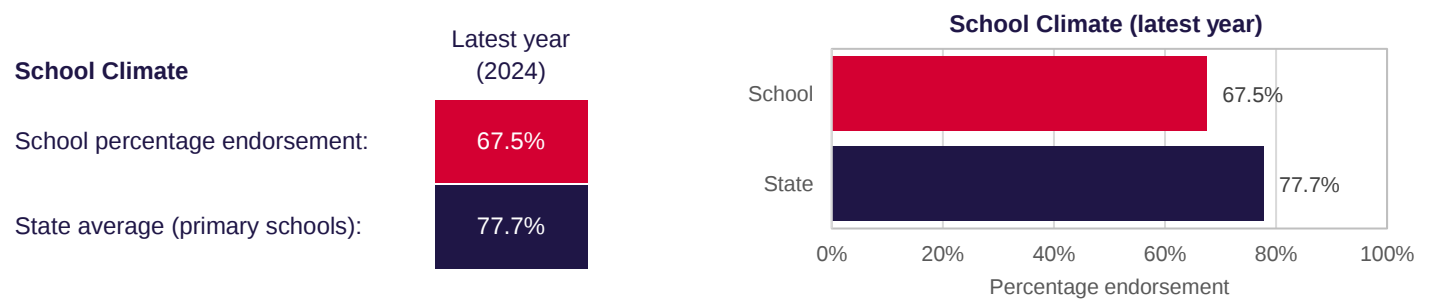


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

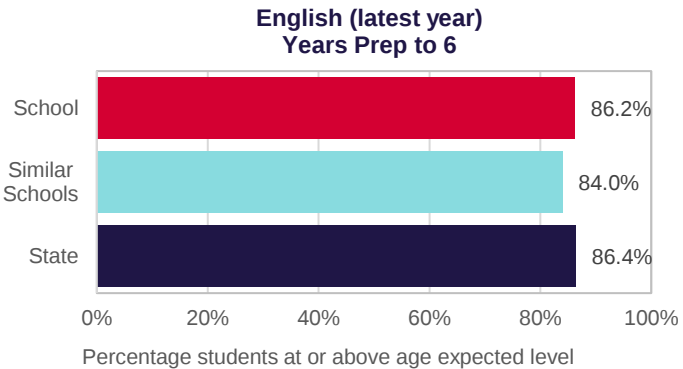
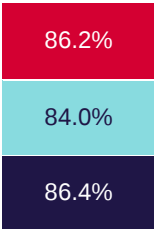
English
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2024)



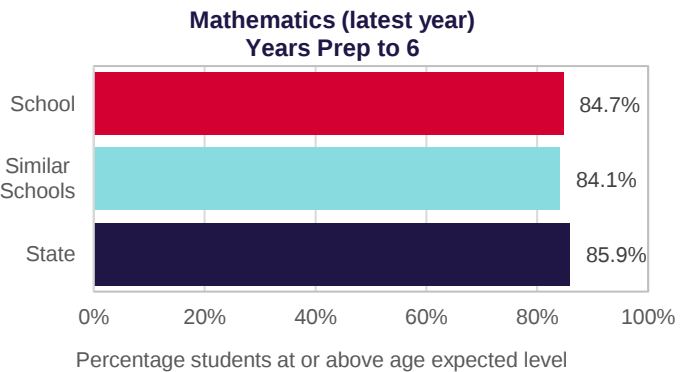
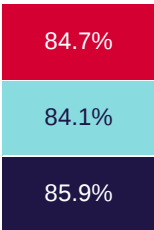
Mathematics
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2024)



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

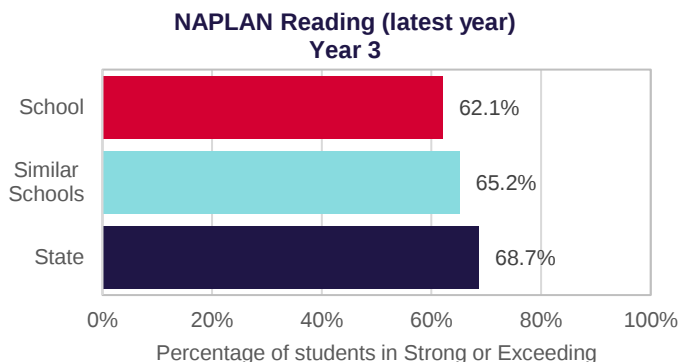
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

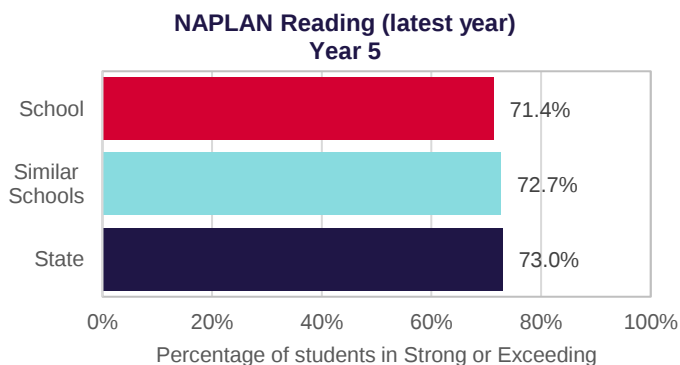
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.1%	60.3%
Similar Schools average:	65.2%	65.3%
State average:	68.7%	69.2%



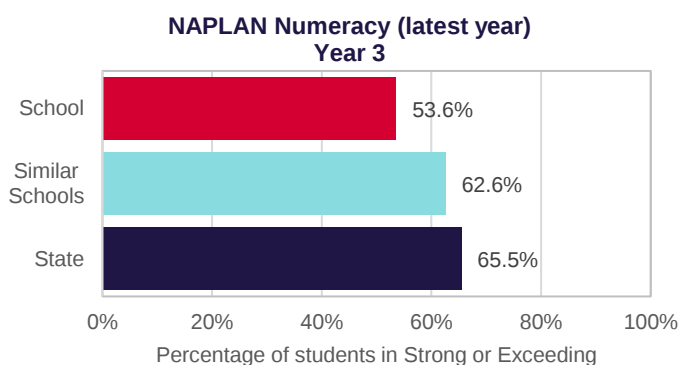
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.4%	63.2%
Similar Schools average:	72.7%	72.8%
State average:	73.0%	75.0%



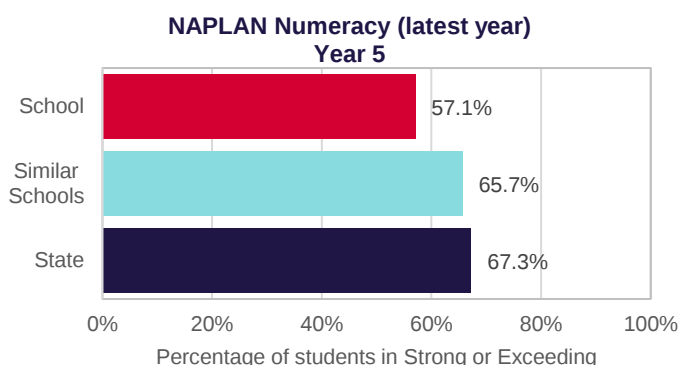
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	53.6%	50.8%
Similar Schools average:	62.6%	63.9%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.1%	54.4%
Similar Schools average:	65.7%	64.0%
State average:	67.3%	67.6%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

73.1%

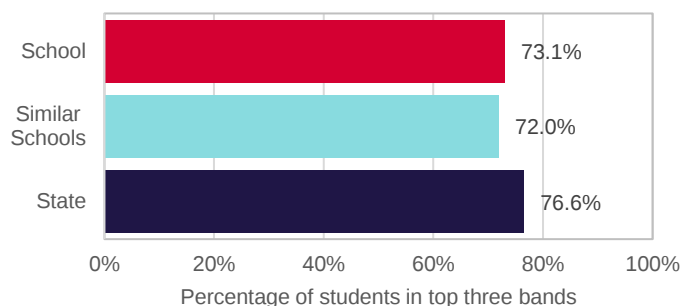
Similar Schools average:

72.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

60.0%

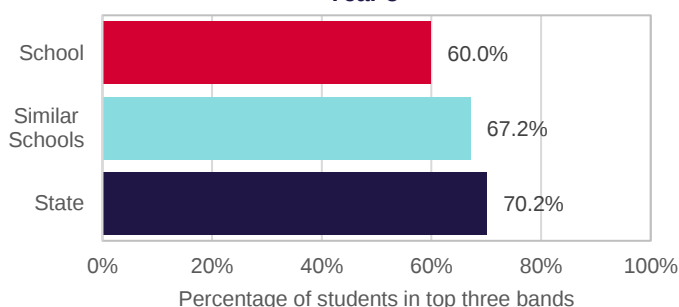
Similar Schools average:

67.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

68.0%

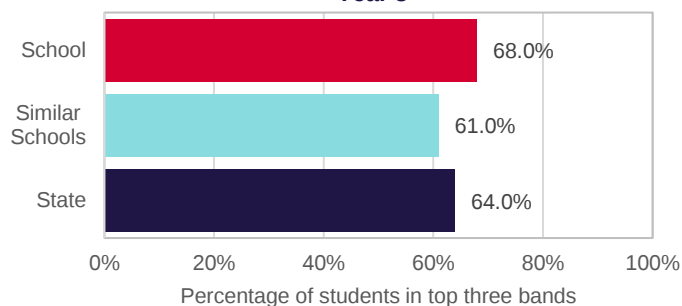
Similar Schools average:

61.0%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

46.9%

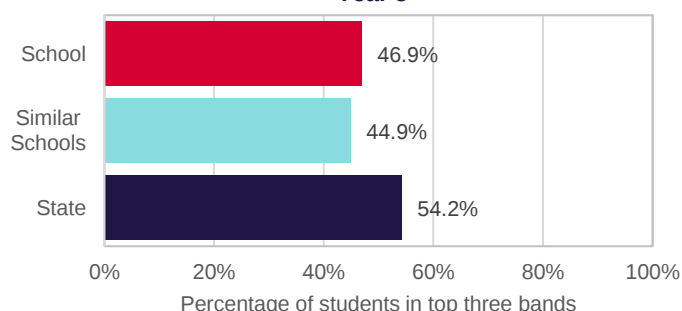
Similar Schools average:

44.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

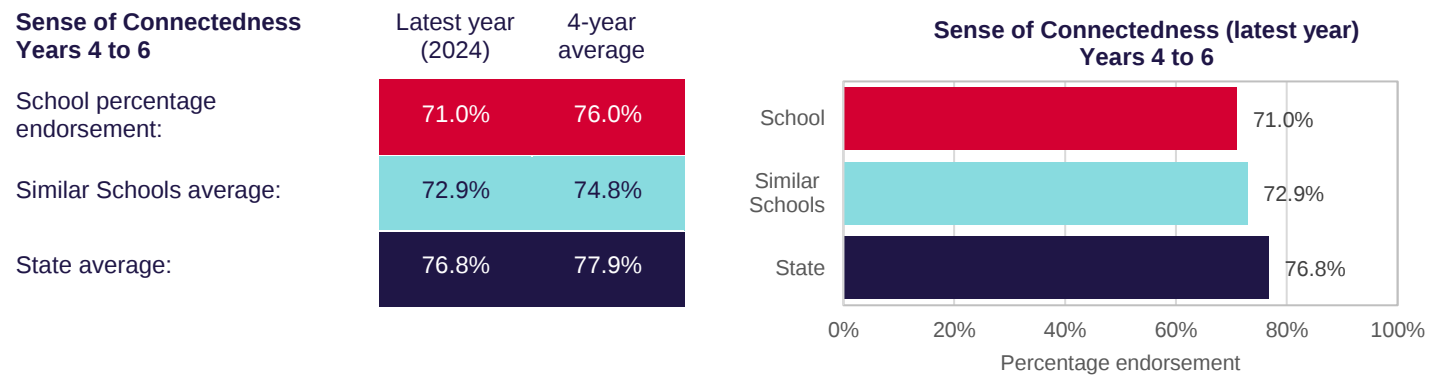


WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

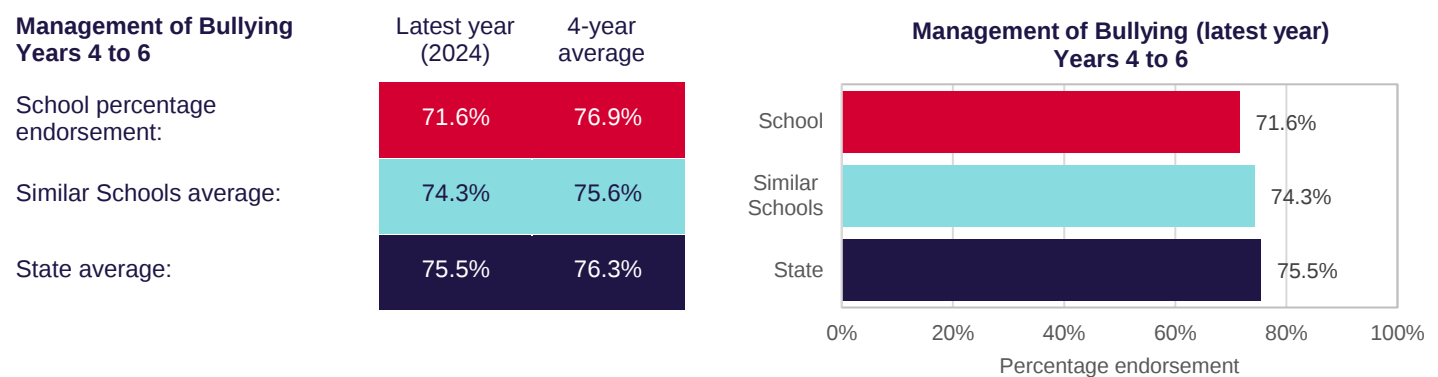
Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).



Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

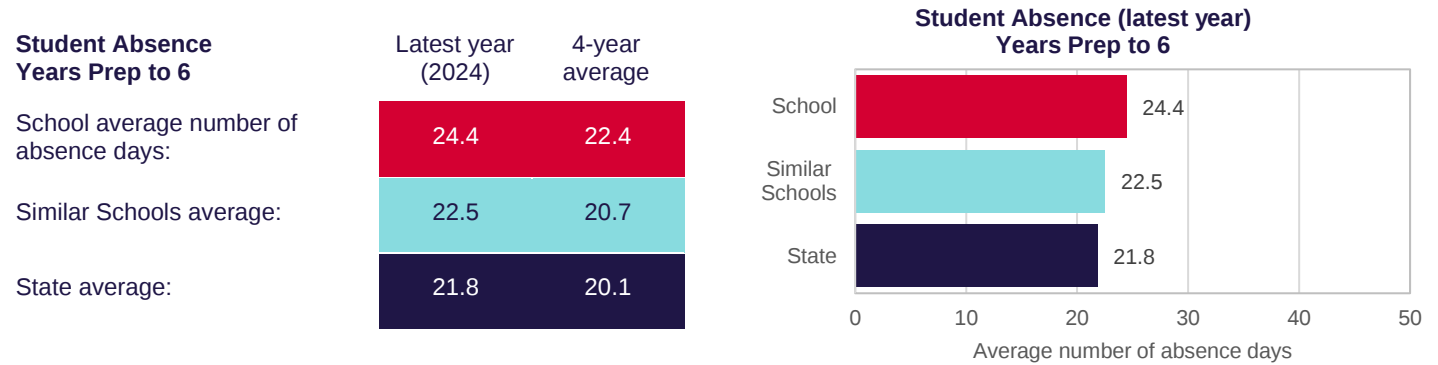


ENGAGEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	94%	88%	89%	89%	86%	85%	85%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$2,139,982
Government Provided DET Grants	\$388,277
Government Grants Commonwealth	\$6,847
Government Grants State	\$0
Revenue Other	\$6,346
Locally Raised Funds	\$101,119
Capital Grants	\$0
Total Operating Revenue	\$2,642,572

Equity ¹	Actual
Equity (Social Disadvantage)	\$61,397
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$61,397

Expenditure	Actual
Student Resource Package ²	\$2,178,052
Adjustments	\$0
Books & Publications	\$589
Camps/Excursions/Activities	\$75,294
Communication Costs	\$2,914
Consumables	\$68,467
Miscellaneous Expense ³	\$14,844
Professional Development	\$13,935
Equipment/Maintenance/Hire	\$17,918
Property Services	\$68,079
Salaries & Allowances ⁴	\$106,933
Support Services	\$46,068
Trading & Fundraising	\$9,705
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,735
Total Operating Expenditure	\$2,629,533
Net Operating Surplus/-Deficit	\$13,038
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$93,758
Official Account	\$7,528
Other Accounts	\$0
Total Funds Available	\$101,286

Financial Commitments	Actual
Operating Reserve	\$75,657
Other Recurrent Expenditure	\$20,662
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$96,319

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.