

2025 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 27 April 2026 at 01:39 PM by Steven King (Principal)

- As executive officer of the school council, I attest that this 2025 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 27 April 2026 at 01:40 PM by Steven King (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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Portarlinton Primary School is a coastal community school located thirty-five kilometres from Geelong on the Bellarine Peninsula. The school has played an important role in the Portarlinton community since opening its doors over 150 years ago.

In 2025 the school had an enrolment of 150 students and a staffing profile of 25 staff members, constituting two principal class officers, 9 teachers and 14 education support staff members.

The school's values of safe, kind, respectful and responsible, guide the decision making across the school. A clear focus on purposeful teaching and the expectation that every student is engaged in their own learning drives the teaching and learning across all year levels. A strong emphasis on academic learning and early acquisition of literacy and numeracy skills has seen intervention strategies 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.

Four specialist programs included STEM, visual arts, physical education, performing arts, and later Grow, were delivered across the year. The school engaged in a myriad of learning activities, student celebrations and community connection activities.

Throughout the 2025 school year, changes in leadership structure have seen some barriers to school improvement.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2025 the school's 'Annual Implementation Plan' was focused on embedding recommendations from the 'Victorian Reading Approach', specifically focused on the department's structured literacy program, 'Phonics Plus' in the P-2 learning communities. The school was also actively involved in the 'Barwon Area Approach to Writing' which focused on embedding consistency through common assessment tasks, and structure writing moderation to ensure a consistent teacher judgement across all levels.

The school also focused on refining approaches to mathematics through focus on the Victorian Curriculum Mathematics 2.0, building deep knowledge and skills to best understand and embed explicit approaches to teaching and learning in this area.

Teacher judgement of student achievement for English saw the percentage of students working at or above age expected standards for students across Prep to Year Six slightly higher than similar schools and the state at 87.4 percent. In the teacher judgement of students' achievement for Mathematics, 88.4 percent of students were performing at or above age expected standards, significantly higher than similar schools and the state.

2025 NAPLAN data reflected 72 percent of students achieving high or medium relative growth in Reading, higher than similar schools, while 84.6 percent of students achieved high or medium relative growth in Numeracy, significantly higher than similar schools and the state. The percentage of students in the Strong or Exceeding proficiency levels in NAPLAN for Year 3 Reading and Numeracy was lower than similar schools and the state, which was also reflected in the percentage of Year 5 students in the Strong and Exceeding proficiency levels.

Wellbeing

Throughout the 2025 school year students were involved in activities that promoted wellbeing, such as student mentoring, buddy support programs, and multi-aged celebrations which created a positive environment for students to achieve success.

Student wellbeing was enhanced through continued involvement in the department's 'School Wide Positive Behaviour Supports' (SWPBS) initiative, which saw a SWPBS coach working with staff throughout the year. The tracking of student wellbeing data through internal school systems saw a lens on supports where they were needed.

Parents and carers were actively involved through 'Student Support Group' meetings to help support individual student goals. School 'Wellbeing Team' meetings involving department key-contacts met regularly to ensure supports and adjustment were in place for individual students.

Data from the 'Student Attitudes to School' for the factor, 'Sense of Connectedness' saw 69.2 percent positive endorsement from students in Years 4 to 6. This is below similar schools and the state. For the factor, 'Managing Bullying', 76.4 percent positive endorsement was comparative to similar schools and the state. The factor 'Not Experiencing Bullying' saw higher positive endorsement compared to similar schools and the state, with 88 percent. This has steadily increased over the past years. 96 percent of students positively endorsed the factor 'Advocate at School'.

Engagement

Attendance rates have remained similar to previous years during the 2025 school year, although there is a reduction in the number of students with 20 or more days absent by 10 percent across the last four years. The average absence days per student in 2025 was similar to those of similar schools and the state. The four-year average has remained consistently similar, although slightly higher than similar schools and the state. Students with chronic absenteeism were supported by our wellbeing team, while a whole school focus on the importance of school attendance continued.

Numerous strategies and activities were in place to support student engagement in the school. Opportunities for students to connect with the school included 'Ride and Walk to School' events, 'Harmony Day', and 'Book Week' activities, which were focused on student voice and agency. Whole school and year level sports days, camps and excursions also provided opportunities for the students and their families to be involved with the school. The school's concert, 'A Night at the Museum' was an engaging celebration for the whole school community.

Senior leaders were given the opportunity to step into leadership roles, supported by staff mentors in these roles. These roles included specific curriculum leader roles, house captain roles, and school leader roles. The school ran a 'Junior School Council' with representatives from across each cohort, focused on student engagement and further community involvement.

Financial performance

Portarlington Primary School ended the year with a small surplus through strategic and prudent financial management.

The school's local fundraising approaches, orchestrated through School Council efforts across the year, saw a healthy addition to the school's cash budget. Generous donations from the local community also contributed to additional funding for the school. This generosity highlights the Portarlington communities community minded spirit toward the town and their pride for their local school. Additional funds were used to complement and enhance learning opportunities and programs for students, and to ensure students were able to access opportunities such as camps and excursions.

Equity funding was used to provide additional human resources to support students. Targeted funding was used to employ a school-based tutor for students requiring additional supports, while Disability Inclusion funding was used to ensure supports were delivered for students across each of the classrooms.

The School Council President, Treasurer, Principal and Business Manager monitored the financial management of the school through monthly sub-committee meetings and reported directly to the School Council twice per 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 155 students were enrolled at this school in 2025, 64 female and 91 male. NDP had English as an additional language and 5% 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	33.3%	
	Similar schools	81.1%	
	State	82.0%	

School Staff Survey

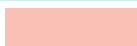
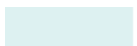
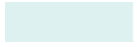
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	70.5%	
	Similar schools	78.9%	
	State	77.4%	

LEARNING

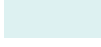
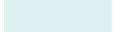
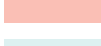
Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	87.4%	
	Similar schools	84.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	88.4%	
	Similar schools	82.7%	
	State	84.2%	

NAPLAN

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

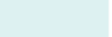
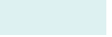
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	47.4%		57.3%
	Similar schools	64.0%		64.9%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	74.1%		66.7%
	Similar schools	71.2%		72.3%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	55.0%		51.9%
	Similar schools	64.9%		64.2%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	65.5%		58.1%
	Similar schools	66.0%		64.6%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	72.0%	
	Similar schools	70.4%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	84.6%	
	Similar schools	69.7%	
	State	74.0%	

WELLBEING

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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	69.2%		74.9%
	Similar schools	75.3%		74.7%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	76.4%		75.5%
	Similar schools	77.1%		75.8%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	School	22.3	23.5
	Similar schools	22.0	22.3
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	90.7%	
Year 1	School	91.7%	
Year 2	School	85.2%	
Year 3	School	88.3%	
Year 4	School	90.5%	
Year 5	School	89.2%	
Year 6	School	84.6%	