

2017 Annual Report to the School Community

School Name: Portarlington Primary School

School Number: 2455



Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

Approved by School Council: 17th of April 2018



About Our School

School Context

Portarlington Primary School is a coastal community school with 204 students (2017).

Guided by our school values (safe, kind, respectful and responsible) 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.

In 2017, the school had 20.7 equivalent full time staff, 2 principal class, 12.8 teachers and 5.9 education support staff. A speech therapist supported literacy development for 2 days per week. Coaching and consultancy experts worked with staff to develop their skills and knowledge in reading comprehension and mathematics.

There is a strong emphasis on academic learning and the early acquisition of literacy and numeracy skills using the Early Years Literacy and Numeracy framework. Class sizes were kept to between 16 and 19 students in years 1 and 2 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 laptops, mobile devices such as ipads and Apple Air TVs. There are specialist teachers in the visual arts, performance/music, Indonesian language and physical education. Our school hall hosts our breakfast club and the before and after school program as well as a myriad of learning activities, student celebrations and community connection activities.

There is a strong partnership between staff and parents with high parent and volunteer participation rates in classrooms, school council, excursions, parent action teams, the monthly market and student conferences. The school culture involves a strong focus on success and the positive actions of everyone. Our 'Healthy Together' framework underpins our culture. This is further strengthened by the School Wide Positive Behaviour Support framework, Kids Matter, Restorative Practices and elements of the You Can Do It program to support the thorough teaching of values and problem solving strategies for all students. A dedicated and caring staff provide a well-rounded education for all of our students while promoting excellence for all.

Framework for Improving Student Outcomes (FISO)

Throughout 2017, Portarlington Primary had two FISO focus areas.

1. Excellence in teaching (Building Practice Excellence)-

We worked to increase teacher capacity by developing teacher content knowledge and skills to ensure consistency of the practice delivered in a small school context. The implementation of the Professional Learning Community (PLC) model was embedded to engage teachers in meaningful collaboration. This model is designed so that teacher practice can have a more efficient and direct impact on what occurs in classrooms. Collaborative teams are also responsible for delivering an engaging curriculum using an inquiry approach. Strategies to support improved student learning include: PLC leader development, Coaching and Peer Observation, Professional Development in Numeracy, Writing and Oral Language. The emphasis on vocabulary construction that was introduced in 2016 was further consolidated across all year levels.

2. Professional Leadership-(Building Leadership Teams)-

As a growing school, it is critical that the skills of the staff are developed to build an improvement culture, succession plan and implement proven strategies for improving student learning outcomes. Building teacher leadership skills helps to create the conditions to achieve higher levels of reliability across the school with regard to instructional practice. Focused work driven by the PLC model-(critical analysis of student learning data that informs planning and intervention strategies) helps to ensure that instruction is targeted at the specific needs of the students and learning growth will be tracked. Collaborative practice strengthens teachers' skills in differentiation so that they reach all students through making adaptations (as well as promoting inclusion). Strategies to support improved student learning through professional leadership included coaching of the PLC leaders every term. The FISO framework was aligned to all of our school practices. The work of the teams and planning for instruction followed the FISO improvement cycle.

Curriculum- The leaders of the School Improvement Teams drove the goals and priorities of the Annual Implementation Plan. We transitioned from the AusVELs curriculum to the new Victorian F-10 Curriculum framework. All curriculum was thoroughly reviewed by the staff and our whole school documentation was completed.

In 2018 we are simplifying our leadership structure whereby the Professional Learning Community Leaders oversee, monitor and evaluate our Annual Implementation Plan. All leaders are involved in targeted professional development training and coaching to further develop their leadership skills. Curriculum Planning and Assessment will also be an area of focus for 2018 as we fully transition to the implementation of the Dynamic Reporting Process on the COMPASS learning platform through the use of learning tasks.



Achievement

Portarlington Primary School provides a strong academic program for its students particularly in literacy and numeracy. The school is proud of its overall results in all subject areas. 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 outcomes.

Teacher assessments have demonstrated that the student results from prep to year 6 in literacy and numeracy are higher than other schools like ours, a credit to improved instruction in these areas. NAPLAN results at the Year 3 and Year 5 level continue to be similar to other like schools. As with the state wide trends, our numeracy data at the year 5 level and the writing data at the year 3 level still requires improvement especially to maintain the achievement levels of the students in the top two bands. The percentages of students in the 'low growth' category have been another focus for improvement across all NAPLAN areas. To improve this result, the staff worked to continue to incorporate explicit vocabulary instruction in reading lessons to further strengthen reading comprehension. Targeted professional learning was also provided in number, counting and place value and writing. A future focus is to improve the percentages of students showing 'high gain' from year 3 to year 5 in writing. Focused professional learning for teachers in literacy and numeracy has consolidated the teacher judgement gains and has further improved teacher capacity. A greater emphasis on data collection in literacy and numeracy and using it to determine teaching goals formed the basis of teacher professional development.

A focus on supporting our children to become 'assessment capable' learners through one to one conferencing with teachers has contributed to our children progressing at or above the expected levels of learning development in the Victorian F-10 Curriculum. Our school fully transitioned to the Victorian F-10 Curriculum throughout 2017.

Student learning will be further supported in 2018 by strengthening our whole school approach in literacy and numeracy to cater for differentiation particularly in writing at all year levels.

Engagement

While overall student absence is slightly above the state average, it is an area that had continued to be a focus for 2017. The average numbers of days of absence per student increased over the last two years from 16.68 average days per student in 2016 to 18.47 in 2017. Educating our school community on the importance of attending school to improve student learning outcomes has supported a reduction in the number of absence days for many students. There is a tendency for some families to holiday during term time. Some students experienced extended illnesses where hospitalisation was required (illness and medical explanations). Approved parent choice also increased from 2016 to 2017.

At the year 4 level, we had a number of students with ongoing critical medical issues that affected our P-6 average data. It is expected that this will continue due to the ongoing nature of the health conditions of these students. The parents have been very happy with the support that we have been providing for their children and their families.

An Engagement/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.

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 parent satisfaction with our school is similar to the median of all Victorian government primary schools and a critical component of this is the strength of our school-home partnerships.

Attendance requires improvement. We have changed the daily schedule to commence 10 minutes early to minimise the impact of lateness on the learning programs of the children. This has been well received by the majority of our school community. We will now also be providing recognition for students who achieve above 95% attendance throughout each term (as well as 100% recognition awards). Education regarding the importance of attendance continues in school newsletters.

Wellbeing

Our school culture guides the development and maintenance of our safe and secure school environment. Results in this area have continued to strengthen. Our students are involved in activities that promote wellbeing such as student mentoring, buddy support programs, grandparent's day and multi-age celebrations which create a positive environment for students to achieve success.

The student Attitudes to School Survey highlighted that 86% of our year 4, 5 and 6 students felt connected to our school with 9% responding neutrally. This is above the state median of 82%. The Year 5 Outdoor Mentor program was introduced throughout 2017 to further support the children outside in the yard. Our students have developed a positive sense of safety at school through taking ownership and responsibility for the wellbeing of everyone. Wellbeing is also enhanced through setting learning goals, community service and taking on positions of responsibility & leadership. Student strengths are enhanced through participation in music and drama, sport, public speaking, the gardening 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. Overall parent satisfaction was 88% which is equal to the state median.

The student leadership program, increased student voice, participation in designing curriculum and setting goals has continued to address this in 2017. Student wellbeing will be further supported in 2018 through the consolidation of the Healthy Together framework and the School Wide Positive Behaviour Program with a focus on strengthening student voice and agency.

For more detailed information regarding our school please visit our website at
[enter web address here]



Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 204 students were enrolled at this school in 2017, 106 female and 98 male.</p> <p>< 10 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result 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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>46%</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>54%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>58%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>50%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>12%</td> <td>77%</td> <td>12%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	46%	35%	Numeracy	23%	54%	23%	Writing	27%	58%	15%	Spelling	31%	50%	19%	Grammar and Punctuation	12%	77%	12%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1010"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> <td>86 %</td> <td>91 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	91 %	92 %	86 %	91 %	89 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	91 %	92 %	86 %	91 %	89 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').

Financial Performance and Position

Financial performance and position commentary

Portarlington Primary is in a very good financial position due to prudent financial management and fundraising. The student supplies contribution has been kept extremely low and is subsidised through the profits from the previous year's monthly Community Market. The monthly market also supports the technology directions of the school and funds are allocated to the future development of the school grounds. We have been the recipient of a range of government grants including a capital works allocation of 5.7 million dollars. The Department of Education and the local Bendigo Bank subsidises the breakfast program and supports special events at the school. The Bendigo Bank also sponsors the Fresh Fruit Thursday program. The school's community partners (including the Bendigo Bank, the Mussel Festival, the Portarlington Golf Club, the Lions Club and other church and community groups) continued to provide financial and resource support to the school's student welfare program and various events throughout the year. All moneys held at the school are committed to programs through a thorough program budgeting format and is allocated to classrooms in the form of extra teacher assistance for students needing additional support (by ensuring smaller class sizes) and the purchasing of essential materials for student learning. The School Council President, Principal, Assistant 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. The Sporting School's fund also provided for additional extra-curricular activities for our students such as dance classes at lunch time.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,741,825	High Yield Investment Account	\$308,456
Government Provided DET Grants	\$296,115	Official Account	\$8,088
Government Grants Commonwealth	\$1,350	Total Funds Available	\$316,545
Revenue Other	\$13,438		
Locally Raised Funds	\$103,937		
Total Operating Revenue	\$2,156,666		
Equity¹			
Equity (Social Disadvantage)	\$161,602		
Equity Total	\$161,602		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,669,429	Operating Reserve	\$95,223
Books & Publications	\$498	Asset/Equipment Replacement < 12 months	\$100,000
Communication Costs	\$5,363	Maintenance - Buildings/Grounds incl SMS<12 months	\$40,000
Consumables	\$70,732	Provision Accounts	\$21,322
Miscellaneous Expense ³	\$86,679	Other recurrent expenditure	\$60,000
Professional Development	\$30,084	Total Financial Commitments	\$316,545
Property and Equipment Services	\$232,291		
Salaries & Allowances ⁴	\$131,214		
Trading & Fundraising	\$15,997		
Utilities	\$22,727		
Total Operating Expenditure	\$2,265,015		
Net Operating Surplus/-Deficit	(\$108,350)		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.



All funds received from the Department, 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.