

# 2022 Annual Report to the School Community

School Name: Portarlington Primary School (2455)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

- This 2022 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.

Tabled and Endorsed: 20<sup>th</sup> June 2023

# About Our School

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## School context

**Our Vision:** Portarlington Primary School is a school community 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 with an enrolment of 220 students (2022). 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. In 2022, we commenced our fifth year in the main building of our 6 million dollar learning facilities. The grounds and buildings were consistently enjoyed by our children and our community. Our school grounds are open to the community on weekends and during holiday periods. We have a before/after/vacation care program that operates throughout the year. Four vacation care programs are provided.

In 2022, the school had 26 regular full and part-time staff members. This included 2 principal class officers, EFT 12.0 teachers and EFT5.5 education support staff, 4 regular Casual Replacement Teachers (CRTs), a technical support person (5 hours per week) and a grounds-person and cleaner. An EFT0.2 Maths Learning Specialist supported teaching teams throughout 2022. The Department of Education DSSI partners worked as coaching and consultancy experts with staff to develop their skills and knowledge in Literacy.

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 20-21 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 laptops and mobile devices such as iPads and Apple Air TVs. A BYOD program also operates, and students can choose to utilize their own iPad or laptop.

Specialist programs included visual arts, Indonesian language 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/carer and volunteer participation rates in our classrooms, school council, excursions, sport, parent/carer action teams, fundraising and student conferences. The school culture involves a strong focus on success and the positive actions of everyone.

**2022:** The Acting Principal (Nadia Tkuczuk) managed the school for Terms 2, 3 and 4. Lesley-Ann Allbutt returned to the school at the beginning of 2023.

Throughout 2022, the communication strategies were prioritised to ensure that our community was well informed.

Our school coordinated three major areas through 2022 including changes to the Child Safety Guidelines, implementing the new Disability Inclusion Framework and conducting the four yearly School Review Process. A new 4 Year School Strategic Plan was developed.

Although there were many complex challenges, our staff, students and our community were supportive and committed. Our staff approached their work with diligence and professionalism.

Parent satisfaction improved from 2021 (58%) to 2022 (67%).  
Staff Survey of School Climate improved from 2021 (76%) to 2022 (78%).

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Portarlinton 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.

“Every child can learn and every child can progress” underpins our beliefs at Portarlinton Primary School. The challenges of 2020 and 2021 did not distract our staff from this belief.

Staff work collaboratively every single day to plan, teach, assess, reflect and monitor so that learning continuity for the children is not compromised.

**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 our school scored above the state average and similar schools.

**NAPLAN Tests:** The participation rate improved from 2021 to 2022. **In 2021**, some parents and carers provided permission for their children to withdraw from the NAPLAN testing due to a perceived anxiety around the process. Our school returned to having high participation rates for the 2022 NAPLAN assessment period. For 2022, we ensured that all parents and carers were informed of the support that we provide to the students in preparation for NAPLAN Testing. In 2022, our overall results improved from the previous year.

**Year 3 Results:** Increased percentages of students achieving the top two bands from 2021 to 2022.

**Year 3: Percentage of students in Top 2 Bands**

	<b>Reading</b>	<b>Numeracy</b>
<b>2021</b>	47%	29%
<b>2022</b>	54%	36%

**Year 5 Results:** Increased percentages of students achieving the top two bands from 2021 to 2022.

**Year 5: Percentage of students in Top 2 Bands**

	<b>Reading</b>	<b>Numeracy</b>
<b>2021</b>	35%	16%
<b>2022</b>	37%	19%

### 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.

The 2022 Attitudes to School Survey (completed by years 4 to 6), showed that the social engagement of these students (sense of connectedness) increased from 75% (2021) to 78% in 2022. This was due to a focus on wellbeing. As the COVID-19 restrictions eased in schools from 2022, we increased whole school activities and programs such as buddies and sports. Wellbeing extended play sessions, walker learning model, additional camp at year 4,5 and 6 also the active schools program. A student's Sense of Connectedness at our school was similar to the state average (PPS-78.0% positive, State- 78.1% positive).

In 2022, our 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; 79% no experience of bullying (2021) to 80% (2022). Management of Bullying at our school was similar to the state average (PPS-75.3% positive, State- 75.8% positive).

For 2023, we will seek to have increased input from students to inform our school improvement agenda in this area. Students will have the 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. Whole school and year level events will be increased to help foster the sense of belonging and connectedness.

## Engagement

Attendance is an area that had continued to be a focus for 2022 by the acting Principal as we know that students who have higher attendance rates improve their learning and wellbeing. The average number of days of absence per student in 2022 was 23.7 days (Foundation to Year 6 students) which was similar to the state average at 23.3 days.

For 2022, the number of absences per child increased from 18.7days to 23.7 days per student following the state trend as families took the opportunity to have holidays outside of school break periods (after the travel restrictions of 2020/2021 eased).

The number of unexplained absences significantly decreased through targeted monitoring of every child's attendance and through communication with parents and carers. The Engagement/Wellbeing Coordinator monitored the daily attendance making 'first day contact' phone calls for children with high absenteeism.

Our 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.

We continued to educate our school community on the importance of attending school to improve student learning outcomes. We arranged for some children to be collected for school in the morning.

As explained above, there continues to be an increased tendency for some families to holiday during term time and during 2022 this was more evident when periods of lockdown were eased.

For 2023, we are continuing our attendance strategy.

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.

Throughout the year, staff worked to strengthen their understanding of student voice and agency. Student decision making continued through structured processes such as the Junior School Council and School and House Captain roles and responsibilities. Teachers developed their processes to co-create learning goals with each child.

Our professional development in the area of student voice and agency led to the development of our learner assets as there are particular dispositions that learners must foster to be able understand what they are learning and why, in order to be better able to drive their own learning.

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## Financial performance

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

Post the COVID-19 pandemic, additional local fundraising activities were undertaken throughout 2022. We were able to organise a trivia night which was very popular with our school community.

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, 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.