

# 2017 Annual Report to the School Community



School Name: Portland South Primary School

School Number: 4750

*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.*





## About Our School

### School Context

Portland South Primary School is located in the south-west corner of the State, a distance of 360km from Melbourne, and was established in 1962 to serve the needs of the many young families moving into a growing residential area. Our school community works together to collaboratively nurture, motivate and educate our children to become inquiring and passionate lifelong learners. Portland South Primary School fosters a love of learning. Teacher efficacy and its link to improved student achievement and growth underpins our philosophy. At Portland South, we have great diversity within our student cohort. We strongly believe that we can make a difference to the life of every child, no matter what their background or life experiences. We explicitly teach Social & Emotional skills to students throughout the school, so that students develop the understanding, strategies and skills that support a positive sense of self, promote respectful relationships and build student capacity to recognize and manage their own emotions.

Our Socio-Economic Profile is categorised as low. The school community and members of school council are committed to ensuring that all students reach their maximum potential in a safe, supportive and caring learning environment. We have proactive teachers and dedicated support staff who work alongside each other to help all children achieve to the best of their ability. Our staff have high expectations and we aim to provide the best education possible for all students, ensuring they develop a wide variety of skills that will enable them to take responsibility for their own learning and to prepare them for an ever-changing world. The school is very proud of the commitment and dedication of its all of its staff.

In 2017, our workforce consisted of one Principal, three classroom teachers, one specialist teacher & one intervention teacher, two part time education support staff, a chaplain and wellbeing officer who all made an invaluable contribution to our high quality, learning environment. In 2017, our specialist programs included Physical Education, Visual Arts, Performing Arts and Library. Indonesian was taught weekly in all classrooms. The School Review was held in 2017.

**2017 WAS THE YEAR OF GROWTH AT PORTLAND SOUTH PRIMARY SCHOOL!**

### Framework for Improving Student Outcomes (FISO)

#### EXCELLENCE IN TEACHING AND LEARNING

- Building Practice Excellence

In 2017, we continued on our Professional Learning Community (PLC) journey, with a clear and definitive focus to build teacher capabilities and to strengthen the effectiveness of our PLCs. Our aim was to ensure that our collaborative work and our professional learning had an impact on student learning and achievement. We began our involvement with the PLC Pilot School Program and worked with Portland Primary School to strengthen and build teacher effectiveness and to engage with the FISO Improvement Cycle through inquiry. In 2017, we worked more intensely as a PLC to discuss and analyse formative and summative data, to improve student learning and build teacher capacity. We implemented PAT Reading and PAT Maths for the first time to support teachers to collect, analyse and use accurate and meaningful data to better understand how students are achieving and progressing against the curriculum.

#### COMMUNITY ENGAGEMENT IN LEARNING

- Building Communities

In 2017, we continued to develop and build our partnership with Portland Primary School with the aim of creating a professional learning environment of collective commitment, which will ultimately lead to improved learning outcomes for all students. Our focus within our shared PLCs was on establishing a Guaranteed and Viable Curriculum. Work on the Guaranteed and & Viable Curriculum helped teachers identify essential learnings in the curriculum, and helped teachers establish what is essential for students to know, be able to do and to understand.

### Achievement

At Portland South Primary School, we pride ourselves on catering for the individual needs of all of our students. Our school continued to develop staff capacity in teaching and learning through professional learning, coaching, modelling and peer observations. A School Improvement Team (SIT) was created to focus on the identified priorities of the SSP and AIP.

Writing was a priority focus for 2017, with all staff participating in targeted professional development, PLCs around writing and research around effective instructional practices for writing. We have been working in our Professional Learning Community, alongside Portland Primary School to determine the Priority Learning areas for writing, as well as looking at ways we can deepen our understanding of the Writer's Workshop.



The Curriculum Framework implemented in 2017 was the Victorian Curriculum. A well-defined 'Assessment Schedule' and the introduction of PAT Reading and Maths tests throughout the school ensures that student data/evidence is continually collected, analysed and used to plan instruction and teach students at their individual point of need.

Small student numbers across the school meant NAPLAN data for students in Year 3 and Year 5, did not give a clear picture of whole-school trends in 2017. The School Comparison Report for Reading (3 students), Writing (3 students) and Numeracy (4 students) highlighted that our results were similar to like schools for reading and writing, but lower in numeracy than like schools. Teacher Judgement data indicated that our student data results were similar to like schools- 83% of all students were at or above expected level in reading; 73% of all students were at or above expected level in writing and 82% of students were at or above expected level in numeracy. All students with Program Support Disability funding or in Out-of-Home Care showed progress at satisfactory, or above level in relation to their individual learning goals.

## Engagement

There has been a strong focus on building community and nurturing of the home/school partnership in 2017. The perception of our school within the community is changing and is extremely positive. The two key engagement AIP and SSP targets for Student Motivation and School Connectedness percentiles, in the Student Attitudes to School Survey for Year 4, 5 and 6 students were both achieved and well above previous years. The above results indicate the continued determination of staff to ensure inclusiveness and acceptance of all students. We implemented a Social and Emotional Learning Program, as well as the Respectful Relationships Curriculum and this is making a real difference for our students.

Teachers understand the importance of building close, positive and supportive relationships with students and that by building positive relationships with their students, they are more likely to engage more in their learning, behave better in class and achieve at higher levels academically.

In 2017 the average absence days for all student types was 19 days, which was much higher than previous years. It was above our 2013-2016 average of 13 days. The increase from the previous year was largely due to an increase in the average absence days of 22.61 days for Foundation students, 24.09 for Grade 5 students and 28.47 for Grade 6 students. We continue to monitor student absences on a regular basis and publish reminders in the school newsletter about the importance of regular attendance. However, families involved with support services and families that did not officially notify that they had left town, did influence the absence data. Chronic absenteeism is followed up by the Principal and our Chaplain.

## Wellbeing

All staff have continued to enhance the school's wellbeing programs by building a strong school focus on becoming respectful and resilient individuals who strive for success. This has been achieved by identifying whole school and individual needs to form an approach to enhance wellbeing. In 2017, leadership attended the School-Wide Positive Support Program Professional Development day and this program will be implemented in 2018.

Our Social and Emotional Learning Program (SEL) is taught explicitly in all classes each week. School-wide classroom teaching of social and emotional learning allows staff and students to share a common understanding of SEL with our emphasis not just on learning about emotions and relationships, but on practical skills that our students can apply across a range of situations at school, at home and in the broader community.

We also have a Buddy Program, which includes all students throughout the school. Our Buddy Program is used to support Foundation students to ensure a smooth transition for children starting school, as well as build the skills of all of our students in leadership, responsibility and pride in their ability to be helpful and care for others. Our goal is to develop relationships between the younger and older children, enhancing the sense of a friendly and supportive school community.

The school applied for and was successful in receiving an Equine Team-Building Leadership Program grant. The program was designed to build skills of students, to further develop their problem solving and team building skills through contact with horses.

In 2017, the Parent Opinion Survey indicated increased parental satisfaction across the areas of Parent Engagement, Safety, School Ethos, Student Cognitive Engagement and Student Development. Data indicated that Portland South PS was equal and above state in these areas.

Overall, the school has been promoted positively through different forums within our local community, and through events that have brought the community together. We have worked hard to build and nurture the home/school partnership. We have also worked extremely hard to improve the perception of our school. There has been much positive feedback about the future direction of our school and future looks bright for all of us.



For more detailed information regarding our school please visit our website at  
[portland.south.ps@edumail.vic.gov.au]



## 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><b>Enrolment Profile</b></p> <p>A total of 56 students were enrolled at this school in 2017, 23 female and 33 male.</p> <p>&lt; 10 percent were EAL (English as an Additional Language) students and 15 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></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
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**NAPLAN Year 3**

The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.

Year 3 assessments are reported on a scale from Bands 1 - 6.

-  Similar
-  Similar
-  Similar
-  Similar



## 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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>83%</td> <td>-</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>50%</td> <td>-</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>57%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>14%</td> <td>57%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	83%	-	Numeracy	25%	50%	25%	Writing	50%	50%	-	Spelling	29%	57%	14%	Grammar and Punctuation	14%	57%	29%	<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><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> 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="552 907 1039 1008"> <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>89 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>95 %</td> <td>88 %</td> <td>86 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	93 %	92 %	93 %	95 %	88 %	86 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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## Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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>	

# 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)

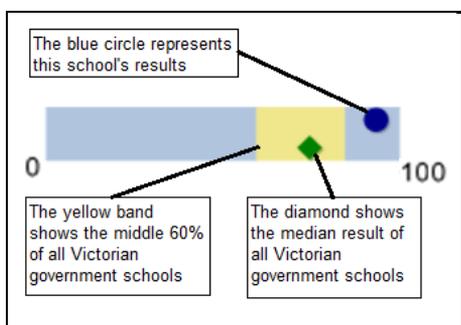
### Engagement

- 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).

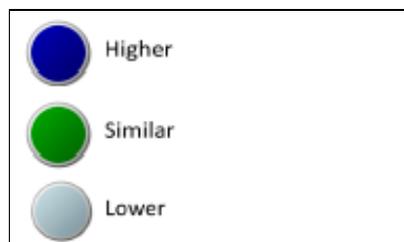


## What does *School Comparison* refer to?

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').

