

# 2018 Annual Report to The School Community



School Name: Portland South Primary School (4750)



- 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 2018 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.

Attested on 03 April 2019 at 05:56 PM by Vicki Fisher  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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.

Attested on 24 April 2019 at 08:28 PM by Cathryn Walder  
(School Council President)

## 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, with a student population of 69 in 2018. Portland South Primary School in partnership with our community aims to collaboratively nurture, motivate and educate our children to become inquiring and passionate lifelong learners. Our mission is to ensure we instil a love of learning in all of our students. Our values - 'We Respect, We Challenge, We Achieve, We Believe' are taught explicitly and we live and breathe these values in everything we do.

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 all of its staff.

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. Our staff work arduously to extend, develop and refine the effectiveness of their teaching through our Professional Learning Community aimed at better understanding students from diverse backgrounds, pinpointing student learning needs and improving student learning outcomes. Organised, rich, robust and challenging teaching and learning programs support all students throughout the school.

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.

In 2018, our workforce consisted of one Principal, four 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 2018, our specialist programs included Physical Education, Visual Arts and Performing Arts. Indonesian was taught weekly in all classrooms.

OUR MANTRA IN 2018 WAS TOGETHER EVERYONE ACHIEVES MORE!

### Framework for Improving Student Outcomes (FISO)

#### FISO

#### EXCELLENCE IN TEACHING AND LEARNING

- Building Practice Excellence

Portland South Primary School is working with another primary school to build teacher capacity in the delivery of a Guaranteed & Viable Curriculum. This collective effort sees our schools share resources and knowledge to develop a greater consistency in the teaching and learning of curriculum, and to ensure that we pinpoint every students learning needs. By working collaboratively within our network, exploring and investigating innovative research and embedding high quality teaching and learning, we can better cater to the individual learning needs of all of our students.

#### PROFESSIONAL LEADERSHIP

- Building Leadership Teams

In 2018, Portland South PS staff, together with Portland Primary School continued to engage the services of an

Educational Consultant to further develop our understanding of how to create and implement a Guaranteed & Viable Curriculum in writing. We have continued to build on our already established and highly effective Professional learning Community culture within and across our schools. Our involvement in the PLC Pilot School Initiative further strengthened the capabilities of our staff. We have made a deliberate effort to use the FISO Improvement Cycle to engage in Inquiry.

### Achievement

In 2018, Portland South PS worked towards ensuring annual learning growth for every student in literacy and numeracy, was at least 12 months and for students to demonstrate significant, measurable growth across all learning domains. We pride ourselves on catering for the individual needs of all of our students. A well-defined 'Assessment Schedule' and the introduction of the Maths Assessment Interview, as well as other high quality assessment practices have provided teachers with the specific data/evidence they have needed to target the learning needs of all students. Teaching and learning has been supported by the Framework for Improving Student Outcomes (FISO) to assist our teachers to focus their efforts on the key areas that have the greatest impact on school improvement and is used by our teachers to help target and provide an evidence-informed focus on student outcomes, enabling consistently across our school. At Portland South Primary School teachers work collaboratively within a Professional Learning Community that is focused on the continuous improvement of teaching and learning. Through managing performance, effective continuing professional learning and regular feedback, we work together to achieve high standards to improve student learning outcomes.

Small student numbers across the school in Year 3 and 5 meant NAPLAN data did not give an accurate picture of whole school trends. The school comparison report for Reading(3 students), Writing(3 students) and Numeracy(3 students) highlighted that our results were similar to like schools in reading, writing and numeracy. The percentage of students in the top 3 bands of testing for NAPLAN in Year 3 and Year 5 were also similar to like schools. Due to the small student numbers in Year 3 and 5 there was no data available to illustrate student learning gain in NAPLAN which is determined by comparing a student's current year result to the results of all 'similar' Victorian students. When looking at aggregated data over a 3 year period we have made very pleasing relative growth in numeracy and reading. We did not meet our targets in writing. In 2018, we had a focus on writing and combined with Portland Primary School to work on a Guaranteed and Viable Curriculum for writing. We also implemented the 6+1 Writing traits which looks at ways we can analyse student writing, to ensure we can identify the skills and content students need to acquire, to develop as proficient writers. Our Instructional Model, which centred around the 'Gradual Release of Responsibility' model was introduced to further support whole school approaches to the explicit teaching of English and Mathematics. Teacher Judgements in relation to the Victorian Curriculum, indicated that in English and Mathematics: Foundation to Year 6 across our school, that results were very similar to that of other Victorian Government Schools. In English, 82% of students from Foundation to Grade 6 were at or above the expected level. In Mathematics, 87% of students from Foundation to Grade 6 were at or above the expected level.

### Engagement

Our student attendance data is similar to like schools with 31% percent of students with 20 or more absence days. We have worked hard to improve these results. Common reasons for non-attendance include illness and extended family holidays. Classroom teachers, the Principal and other staff highlight the importance of regular attendance. Attendance data is reviewed regularly and students with a high level of absence are followed up with phone calls, meetings with parents on a case to case basis and the development of a case management approach. Our Business Managers ring parents/carers on a daily basis, if the school hasn't been notified that their child is absent.

Portland South sought to enhance student engagement by developing student capacity, so that all students can actively engage with the school's curriculum and learning experiences. The targets set related to the Students Attitude to School Survey and the Parent Opinion Survey variable scores over the strategic plan period. The first target was to maintain our already high score for the Student Survey 'Social and Engagement' factor and we met this target. In 2018, we scored 95% well above similar schools with a score of 82% and the state mean of 81%.

The second target was to maintain the Parent Opinion Survey 'Parent Community Engagement' at 95%. In 2018, we reached a very high result of 97%, well above similar schools with a score of 85% and the state mean of 82%.

At Portland South we understand the importance of establishing and maintaining a welcoming school culture that builds positive, caring and respectful student-peer relationships, student-teacher relationships, and teacher-teacher relationships. We know and model a culture of respect for all members of the school community, as we know that it has a significant effect on student engagement in learning, positive learning outcomes and students' wellbeing and resilience. Students who develop positive and respectful relationships also develop feelings of security, confidence and empowerment. We understand it takes whole-school commitment and support to ensure that teachers lead the way for establishing positive relationships with students and their parents. In 2018, we continued to explicitly teach students about building positive relationships through our Social and Emotional Program alongside the supporting Resilience, Rights & Respectful Relationships teaching and learning material. In 2019, we will be part of the 'Harnessing Positive Education in the Western District'. We are very excited about our future involvement in this initiative.

### **Wellbeing**

The 2018 Parent Opinion Survey indicated significant results in parent satisfaction levels. Significant positive feedback was also received from Prep parents around the transition program which was effectively implemented again. This continues to be a very important program for our school and has strengthened community confidence and wellbeing across our community. 100% of parents who participated in the Parent Opinion Survey endorsed the domain of 'Connection and Progression', in particular the factors of 'Positive Transitions' and 'Student Connectedness'. We remain significantly higher than similar schools at 92% and the state mean of 89%.

Improved connectedness to school results in the student attitudes to school survey in 2018 indicated that our wellbeing programs and whole school goals are starting to have a positive impact on our students. The 'Social Engagement' area of the Attitudes to School Survey which includes 'Sense of Connectedness', 'Sense of Inclusion' and 'Student Voice and Agency' were at 95%. This result is significantly higher than similar schools which had a result of 82% and the state mean result of 81%.

In 2018, the student perceptions of the 'Management of Bullying' indicates a very positive result. Results indicated we were significantly higher in the 'School Safety' domain area compared to similar schools and the state school mean. 99% of the 27 respondents gave a very positive response to the 'Management of Bullying' and 98% of respondents also gave a positive endorsement to 'Respect for Diversity'.

The school developed effective pathways for PSD (Program for Students with a Disability) students and this year we have appointed a PSD Manager to assist with the management of this system. A detailed individual learning plan was developed for each student in this program and regular student support group meetings were conducted. Overall the school has been promoted positively within the school community and also in the wider community. We have participated in a variety of community events that have helped bring the community together and enriched the home school partnership.

### **Financial performance and position**

Portland South Primary School finished the year in a financially even position. Sound financial management and future planning in 2018 assisted us to break even. We received Equity funding which helped to provide students with the extra support and intervention they needed. The school's commitments were closely monitored by the School Council. Some of the expenditure for 2018 related to upgrading our iPads and significant costs went to maintaining buildings and grounds. E.g. Air-conditioners for Grade 5/6, arborist etc. We did receive Sporting School grants, a Small School Attendance Grant and an Inclusive Education Grant which were used to further support the management of the school, increase participation, improve learning outcomes for students with disabilities, and to further support and offer extra-curricula activities to our students. Portland South Primary School is committed to continuing the delivery of high-quality educational opportunities and initiatives aimed at

improving outcomes for all students, as well as maintaining the facilities at the current high standard.

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

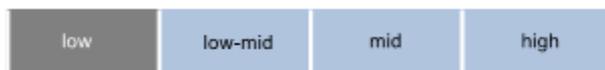
#### Enrolment Profile

A total of 69 students were enrolled at this school in 2018, 25 female and 44 male.

ND were EAL (English as an Additional Language) students and 11 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



## 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>Teacher Judgement of student achievement</b></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
<p><b>NAPLAN Year 3</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>
<p><b>NAPLAN Year 5</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p> <p style="text-align: center;">● 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><b>NAPLAN Learning Gain</b> 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>	<p style="text-align: center;"><b>Reading</b> No Data Available</p> <p style="text-align: center;"><b>Numeracy</b> No Data Available</p> <p style="text-align: center;"><b>Writing</b> No Data Available</p> <p style="text-align: center;"><b>Spelling</b> No Data Available</p> <p style="text-align: center;"><b>Grammar and Punctuation</b> No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</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:

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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <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>91 %</td> <td>87 %</td> <td>89 %</td> <td>91 %</td> <td>95 %</td> <td>86 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	87 %	89 %	91 %	95 %	86 %	88 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (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										
91 %	87 %	89 %	91 %	95 %	86 %	88 %										

## 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><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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Higher</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Higher</p> <p> Higher</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$748,326	High Yield Investment Account	\$66,338
Government Provided DET Grants	\$215,216	Official Account	\$8,222
Government Grants Commonwealth	\$3,300	<b>Total Funds Available</b>	<b>\$74,560</b>
Revenue Other	\$18,016		
Locally Raised Funds	\$37,420		
<b>Total Operating Revenue</b>	<b>\$1,022,279</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$95,985		
<b>Equity Total</b>	<b>\$95,985</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$770,313	Operating Reserve	\$10,000
Books & Publications	\$562	Funds Received in Advance	\$2,200
Communication Costs	\$2,375	School Based Programs	\$31,682
Consumables	\$23,826	Funds for Committees/Shared Arrangements	\$6,536
Miscellaneous Expense <sup>3</sup>	\$44,392	Repayable to the Department	\$22,000
Professional Development	\$11,103	Maintenance - Buildings/Grounds < 12 months	\$12,143
Property and Equipment Services	\$65,385	<b>Total Financial Commitments</b>	<b>\$84,560</b>
Salaries & Allowances <sup>4</sup>	\$76,538		
Trading & Fundraising	\$12,312		
Utilities	\$15,577		
<b>Total Operating Expenditure</b>	<b>\$1,022,383</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$104)</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(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 15 March 2019 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.

# 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).

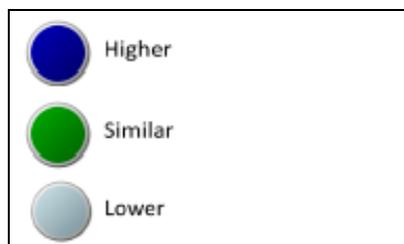


## What does *School Comparison* refer to?

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*' or '*ND*' 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').