

# 2022 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 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.

Attested on 28 April 2023 at 01:52 PM by Ryan Maybery (Principal)

- 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

Attested on 29 April 2023 at 07:41 AM by Vanessa Trickey (School Council President)

## How to read the Annual Report

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### 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.

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### 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
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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.

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### What does 'NDP' or 'NDA' mean?

'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.

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### What is 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').

# About Our School

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## School context

Portland South Primary school is recognised in the community and valued by families for providing a safe, engaging and caring learning environment, which offers a collaborative and supportive approach to teaching and learning. In 2022, our school continued to experience strong enrolment growth, peaking at a total student population of 118 students. Our school community shares the responsibility to collaboratively nurture, motivate and educate our students to become inquisitive, resilient and passionate learners. We support individuals to develop a strong sense of self-worth; encourage respect for others, their school and community; and promote healthy, creative and robust life skills to prepare for future success in our progressive and dynamic world.

Our class structure in 2022 included: one Foundation class, two Grade 1/2 classes, one Grade 3 class, one Grade 4/5 class, and one Grade 5/6 class. Class sizes ranged from 16 to 23 students. All classes were supported by Education Support staff at varying times of the school day. Specialist subjects remained the same as in previous years, with students taking part in weekly one hour learning in The Arts – Music and Visual Art, as well as Physical Education. Students at all year levels were also explicitly taught Social, Emotional and Wellbeing lessons, and also engaged in Indigenous learning through the Gunditjmara Culture & Language Program.

Our staffing profile was comprised of dedicated and enthusiastic individuals, including: the Principal, nine Classroom and Specialist Teachers, five Education Support staff, a Business Manager (four days), an Administration Assistant (one day), a Mental Health in Primary School Coordinator (2.5 days), a Tutor Learning Initiative Coordinator (2 days), a PSD Coordinator (0.5 days) and a School Chaplain (1.5 days).

The Portland South Primary School community, including our students, our families, our staff and our school council are very proud of our school and its achievements. Together we uphold our values - We Respect, We Challenge, We Believe, We Achieve - everyday.

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

### Learning

In 2022, Portland South Primary School continued to work on its School Strategic Plan and AIP goals. Despite continued COVID interruptions teachers worked solidly to maximise student learning outcomes in Literacy and Numeracy. Through collective efficacy and collaboration our staff continued to develop their capabilities in Professional Learning Communities. Staff are committed to building their understanding of effective teaching instruction and strongly believe they are all ongoing learners. Teachers use data and evidence to identify student learning needs and to improve student achievement outcomes. Teacher assessments of the Victorian Curriculum in the areas of English and Mathematics show that across Years Foundation to Grade 6 our school continued to perform creditably in 2022. In English, 93% of our students were at or above the expected level of achievement, compared to the 83% of students at Similar Schools and 87% of students in the State. In Mathematics, 88% of our students were at or above the expected level of achievement, compared to the 83% of students at Similar Schools and 86% of students in the State.

NAPLAN results also indicated strong benchmark growth. In Reading, 95% of Grade 3 students were at or above the expected level of achievement, compared to 85% of students at Similar Schools and 87% of students in the State. In Grade 5, 53% of students achieved in the top two bands for NAPLAN Reading, compared to 37% of students at Similar Schools and 44% of students in the State. In Numeracy, 90% of Grade 3 students were at or above the expected level of achievement, compared to the 85% of students at Similar Schools and 85% of students in the State. While in Grade 5, 27% of students achieved in the top two bands for NAPLAN Numeracy, compared to 21% of students at Similar Schools and 27% of students in the State.

The Differentiated Support for School Improvement program which commenced in 2021, concluded in June 2022, with an exit plan created in conjunction with Education Improvement Leaders and DSSI Teaching Partners. Staff worked hard to embed the teaching and learning practices worked on during our time with DSSI support. Junior classes now follow an instructional model covering all aspects of the Big 6 in literacy every day, and work on using the tools of explicit instruction and engagement norms to ensure student participation and learning. Senior staff developed and implemented an instructional model which includes intentional teaching of fluency, and the whole class text study format introduced to them by the DSSI Teaching Partners. Nearing the end of 2022, our staff began the process of auditing our current mathematical instruction and

investigating research based best practice. Learning in this area will continue in 2023, with the aim of developing and implementing a Numeracy instructional model which will ensure a consistent approach to curriculum delivery, and further develop student growth and achievement in Mathematics.

Additional point of need support continued to be provided to students at Portland South Primary School in 2022. The Tutor Learning Initiative continued to be implemented, with our Tutor working closely with classroom teachers to enhance learning outcomes for all targeted students. Our amazing Education Support staff also worked tirelessly to not only assist classroom teachers, but support students with educational, emotional and social needs.

## Wellbeing

Portland South Primary School has a very strong student and family focus on wellbeing. Staff at Portland South are very much aware of the wellbeing needs of their students and support all students within an inclusive school environment. Our staff effectively mobilise available resources to support students' wellbeing and mental health. We continue to make significant progress in student wellbeing, and this is reflected in the Attitudes to School Survey, Parent Opinion Survey and Staff Opinion Survey.

At Portland South Primary School, we were involved in the Mental Health in Primary Schools Initiative. Our coordinator supported the social and emotional wellbeing of our students and families, further developed the teaching capacity and knowledge of our staff, as well as liaised with external support providers. Our School Chaplain also supported our school community. Programs and assistance provided by the School Chaplain included: Recess Clubs, Fresh Fruit Program, Breakfast Club, family care packages, and second-hand uniform.

In 2022, classroom teachers dedicated time each fortnight to explicitly teach Social, Emotional and Wellbeing learning. By doing so, students were continually developing, redefining and reflecting on their understandings and skills, allowing them to use these learnings to manage themselves, build and maintain relationships, resolve conflicts and feel positive about themselves and the world around them. Students also had the opportunity to mix with their peers in multi-age groups, helping to build relationships, develop social skills, and continue to foster a sense of community and belonging at our school. This was extremely important after imposed COVID restrictions in previous years. Opportunities which allowed students to do so included: Buddies; Wellbeing Days; Book Week Activities; Sports Days and differentiated learning tasks.

Results from The Attitudes to School Survey (Years 4 to 6) indicated a healthy school environment which promotes wellbeing and positive relationships with 95% of our students having a sense of inclusion at Portland South Primary School, while 93% of students said that they have an adult or teacher they can rely on and who supports them at school. Our 2022 School Performance Report indicates that our School Climate - measured by staff endorsements from the School Staff Survey - is in the *Influence* Performance Group. This means our performance in this area is very high and has been maintained consistently over three years with the school acting as an influencer and system leader. Finally, responses to our Parent Opinion Survey indicated excellent results in many domains. 100% of parents reported that their child feels safe, accepted by other students and enjoy the learning that they do at our school. In terms of their general satisfaction and general pride and confidence in our school, 100% of parents reported that they were satisfied with the education their child received and felt confident that Portland South Primary School provided a good standard of education for their child.

## Engagement

At Portland South Primary School we are proud of the culture and climate we have created as a staff. We are consistently striving to provide a positive, supportive and collaborative environment for all our staff, students and families. We encourage and maintain respectful, trusting and caring relationships and endeavour at all times to communicate honestly, effectively, and in a timely manner. We have high expectations for our teaching practice, promote student effort and resilience, provide differentiated learning, challenge and support our students, and continually aim to engage all students in learning that allows them to achieve their best.

Results from The Attitudes to School Survey (Years 4 to 6) highlight how engaged our students are in their learning at Portland South Primary School - 96% of students feel that teachers are preparing students for learning, using class-time effectively and providing useful feedback; 95% of students believe teachers and students have high expectations for success; while 94% of students feel challenged and supported at their appropriate level. Our Parent Opinion Survey results were also positive, with parents reporting that they were happy with Parent Community Engagement especially School Communication which received 100% positive feedback, while parents were also pleased with Student Cognitive Engagement, in particular Student Motivation and Support which received 97% positive feedback and Stimulating Learning environments which received 93% positive feedback.

Responses to our School Staff Survey demonstrated strong positive beliefs about our school climate, compelling collegiality within our staff, and positive engagement amongst all stakeholders of our school community. Data indicated that 100% of staff believe there is a collective responsibility that the success of all students is shared, while 99% of staff value teacher collaboration, seek advice from colleagues, and participate in collaborative discussions to improve learning and teaching. Considerable work has also been undertaken to create and implement consistent approaches to curriculum delivery within our school and evidence of our progress is highlighted by the data which indicated 98% of staff believe our curriculum is coherent across classes and is delivered adequately in the time allotted. In response to community involvement and focus on student learning, 96% of staff outlined that parents and the wider community are involved in school activities and programs, while 95% of staff also agreed that all of the activities organised at Portland South Primary School promote student learning. Finally, our student absence figures were above the state average in 2022, so consistent attendance and punctuality will be a focus throughout the 2023 school year and beyond. We will be seeking to understand the reasons behind low attendance rates and continue to support our students and families, and communicate with our school community the direct connection between high student learning achievement and regular attendance at school. (Note that in 2022, when it was possible, a proportionately larger percentage of families took extended holidays, and this, combined with ongoing cases of COVID within our school throughout the year, as well as families keeping sick children at home as asked, contributed to a much higher rate of absence.)

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## Other highlights from the school year

Aside from academic progress and achievement in 2022, Portland South Primary School and our community had various other highlights of note throughout the school year. Especially as COVID interruptions and restrictions eased our students were able to get involved in many activities which had been cancelled or paused for a number of years... Camps and sleepovers were back on the agenda with Grades 2-6 students enjoying the opportunity to continue their learning offsite; Sporting competitions and carnivals were in full swing, with many students excelling in their field and progressing to represent our school at District, Division, Regional and State levels. Portland South Primary School also won Most Improved School in the Portland and Heywood District at the Interschool Athletics Carnival; We once again had an Artist in Residence visit, with professionals teaching students dance and movement, culminating in a whole school performance to our school community; One of our amazing School Crossings Supervisors was awarded School Crossings Victoria's Supervisor of the Year; and our end of year school concert, A Starry, Starry Night, was a huge success, and put a full stop on what had been a positive year for our whole school community – our students, our families and our staff.

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## Financial performance

Portland South Primary School finished the year with a small surplus of \$14,817. We received Equity funding which helped to provide students with the extra support and intervention they needed to improve achievement levels and support student wellbeing. We received Mental Health in Primary Schools Initiative funding for the first time in 2022, and again received funding for the Tutor Learning Initiative. Through our SRP we received a grant of \$20,000 from the federal Government to continue our Chaplaincy Program.

# 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 119 students were enrolled at this school in 2022, 53 female and 66 male.

NDP percent of students had English as an additional language and 7 percent 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).

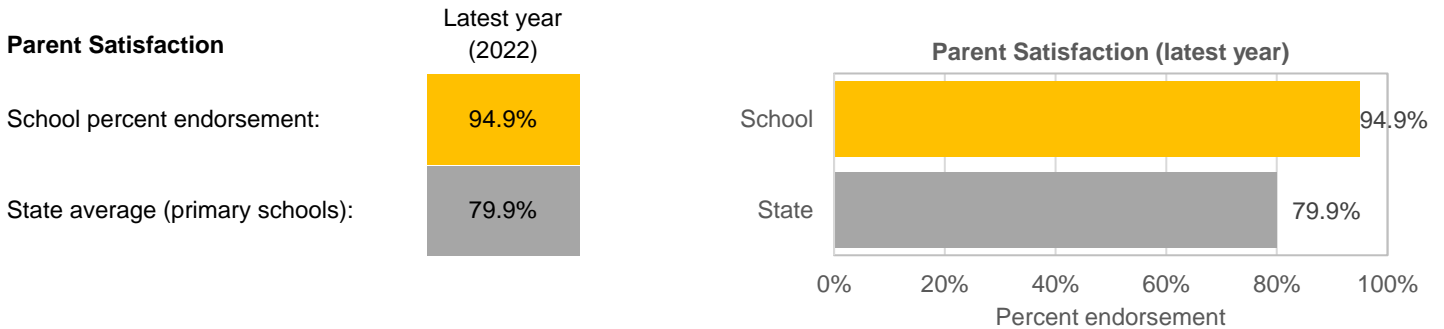
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

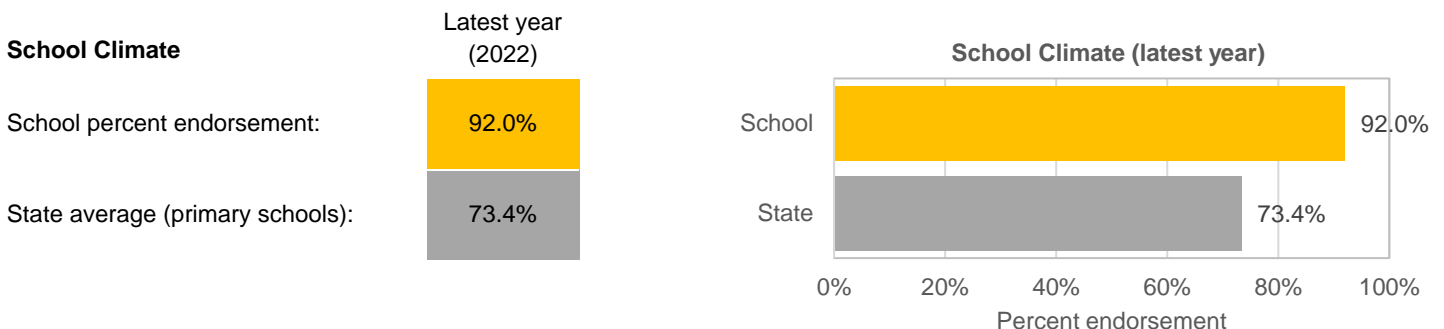


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



## LEARNING

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

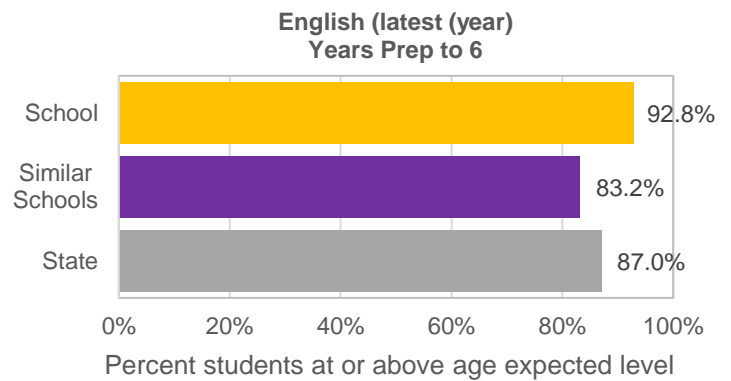
92.8%

Similar Schools average:

83.2%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

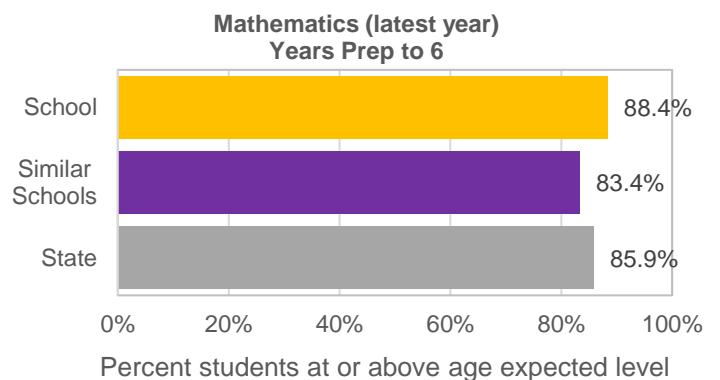
88.4%

Similar Schools average:

83.4%

State average:

85.9%





## LEARNING (continued)

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

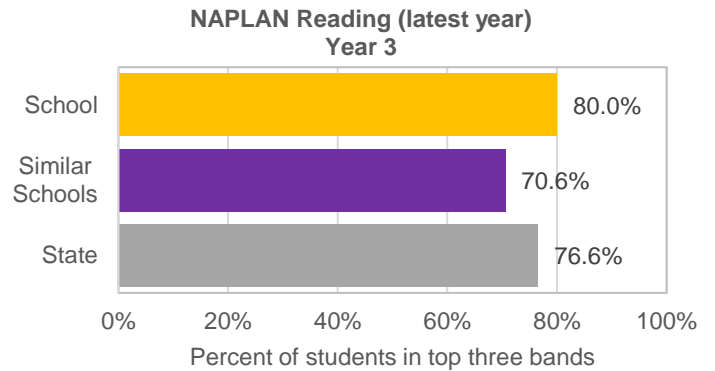
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

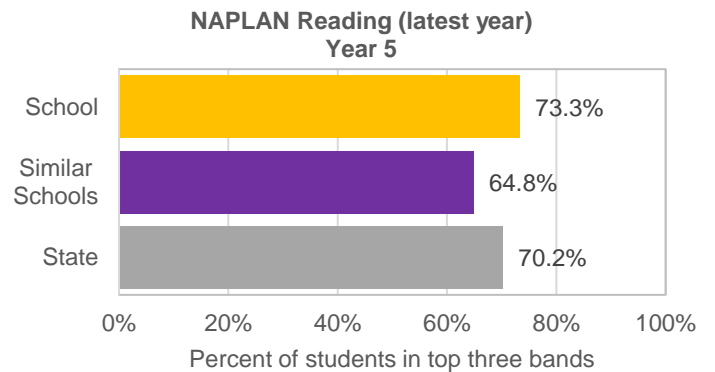
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.0%	73.8%
Similar Schools average:	70.6%	69.5%
State average:	76.6%	76.6%



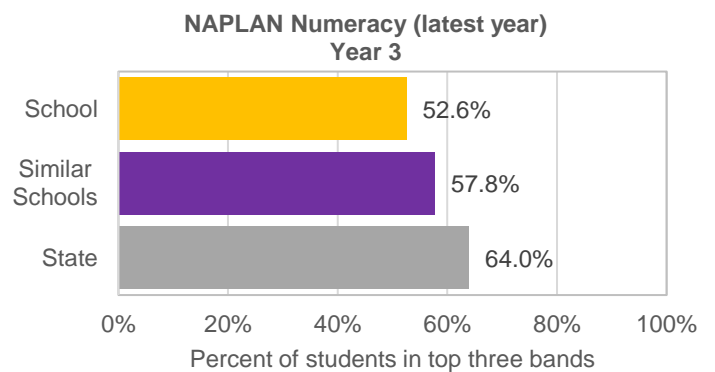
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.3%	79.4%
Similar Schools average:	64.8%	64.8%
State average:	70.2%	69.5%



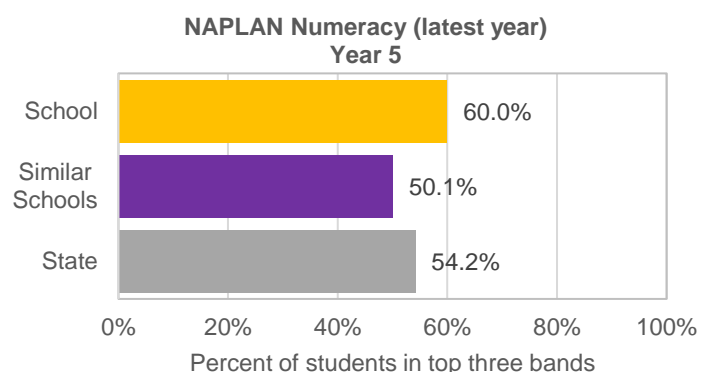
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.6%	51.2%
Similar Schools average:	57.8%	61.5%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	58.3%
Similar Schools average:	50.1%	54.7%
State average:	54.2%	58.8%



## WELLBEING

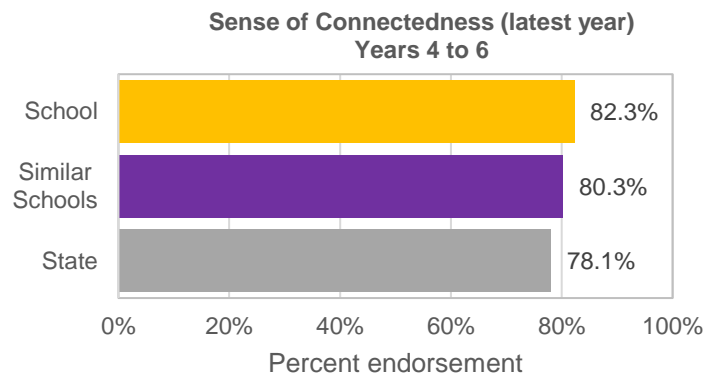
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percent 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).

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	82.3%	90.3%
Similar Schools average:	80.3%	80.7%
State average:	78.1%	79.5%

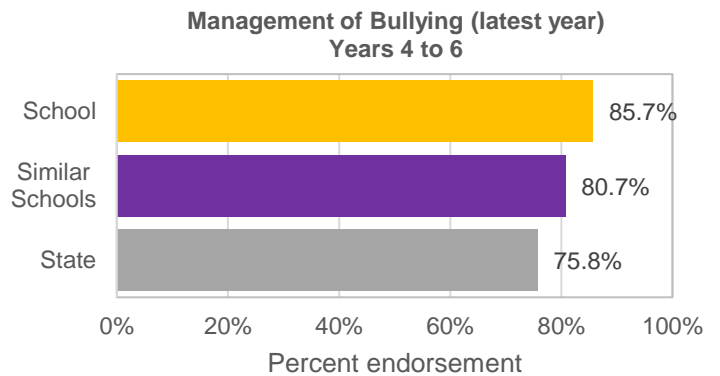


### Student Attitudes to School – Management of Bullying

The percent 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).

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	85.7%	92.4%
Similar Schools average:	80.7%	81.3%
State average:	75.8%	78.3%



## ENGAGEMENT

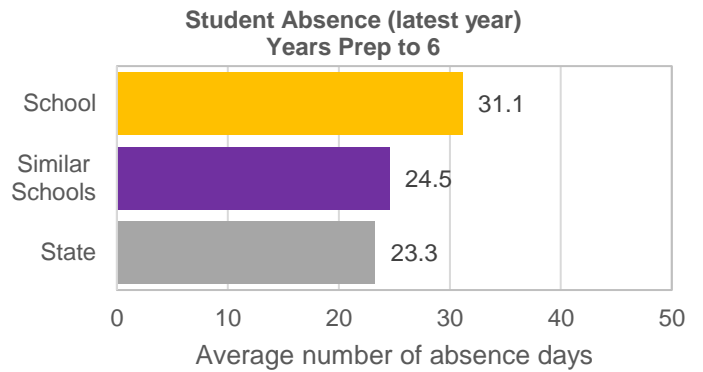
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	31.1	24.1
Similar Schools average:	24.5	18.6
State average:	23.3	17.0



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	86%	85%	85%	83%	88%	85%	77%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,483,770
Government Provided DET Grants	\$321,883
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$10,799
Locally Raised Funds	\$45,210
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,861,662</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$100,907
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$100,907</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,468,954
Adjustments	\$0
Books & Publications	\$590
Camps/Excursions/Activities	\$37,484
Communication Costs	\$3,023
Consumables	\$34,167
Miscellaneous Expense <sup>3</sup>	\$6,044
Professional Development	\$5,428
Equipment/Maintenance/Hire	\$45,096
Property Services	\$73,280
Salaries & Allowances <sup>4</sup>	\$81,058
Support Services	\$20,080
Trading & Fundraising	\$9,683
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$490
Utilities	\$18,759
<b>Total Operating Expenditure</b>	<b>\$1,804,135</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$57,527</b>
<b>Asset Acquisitions</b>	<b>\$24,865</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$171,259
Official Account	\$12,253
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$183,512</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$49,520
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$2,500
School Based Programs	\$21,182
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,310
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$37,000
Capital - Buildings/Grounds < 12 months	\$35,000
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$183,512</b>

*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.*