

2013 Annual Report to the School Community

Portland Primary School

School Number: 489

Name of School Principal:
Stephanie Carter

Name of School Council
President: Cassie McMillan

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Portland Primary, established in 1856, offers a sequential, inclusive curriculum covering all AusVELs areas. With a school enrolment of 91 students, the school has 13 equivalent fulltime staff: 1 Principal class, 7 Teacher class and 5 Education Support class. Our educational delivery is based on the belief that all children have different academic, social, emotional, physical and creative needs that can be met in a supportive and inclusive environment. We work on the belief that all students can be successful learners, and we cater to students' individual needs with a well-planned and well delivered curriculum. We value mutual respect, participation, reliability, fairness, responsibility, cooperation and clear communication between all stakeholders. Through these values, students, staff and parents work in partnership to achieve educational success, empowering our students to become resilient, lifelong learners who are positive and active members of their school and wider community. We offer a range of extra-curricular activities, catering for many different ages and interests.

Expansive grounds combine with large classrooms resourced with current technology to support our commitment to 21st century learning. Specialist classes are provided in PE/Health, Visual Arts and LOTE (Indonesian) and Reading Recovery. Use of the Restorative Practices approach to welfare and discipline, embedded You Can Do It! and Learning How to Learn programs, a focus on healthy lifestyles and a strong student leadership program combine to support student wellbeing and engagement. Our location provides a unique opportunity to utilise community resources and develop strong community partnerships to enhance teaching and learning.

Parents are encouraged to participate in all aspects of school life.

Achievement	Engagement	Wellbeing
<p>When compared to similar schools, student learning performance in NAPLAN and VELS judgments at Portland Primary School is at a similar level or slightly below in all areas. In saying this, our relative growth between grade 3 and Grade 5 is very good, indicating that our students are achieving well in the middle years.</p> <p>AUSVELS data is consistent with like-schools, and we have seen an improvement in the areas of reading and speaking & listening.</p> <p>Additional support is provided for students at risk through Reading Recovery in Year 1 and Student Individual Learning Plans are set for all students below expected levels in English and Number. Oral Language support is offered for those students in need of additional support, through targeted small group activities.</p> <p>Staff have continued to explore teaching approaches to cater for individual needs - developing differentiated learning plans and conferencing with students - sharing data to collaboratively develop goals and strategies for improvement.</p> <p>Technology is an important aspect of our curriculum, with iPads & computers in all classrooms and 1:1 iPads in Grade 5/6. In 2013 we continued with National Partnership to improve outcomes with a focus on 'Building Teacher Capacity'. This role was 0.6FTE and was to support staff in building their knowledge and confidence in the consolidation of the BIG 4 and other literacy initiatives.</p> <p>2014 will see a focus staff use of SPA (student performance alalyser), as well as working to consolidate our learning around Hattie's Big 4.</p>	<p>Student Engagement and Wellbeing is measured through two indicators: student attendance and the Student Attitudes to School Survey. Our attendance figures showed improvement, however our average absences per student remains above the state mean. In 2013 we had 4 families who had very high absence rates, which compromised our data significantly.</p> <p>The results of the student attitudes to school survey showed improvement in all areas, placing us in the similar range to comparative schools profile.</p> <p>In 2014 we will continue to promote the development of resilience in our students and closely monitor attendance - communicating regularly with families to reinforce expectations and provide support. We will work closely with the KESO to support this action. Student Leadership programs will continue to be highlighted and student behaviour records will be audited regularly.</p>	<p>Student wellbeing has been supported through school wide programs such as Learning How to Learn, You Can Do It, Restorative Practices, Community Partnership programs and the It's Not OK To Be Away initiative.</p> <p>Our Welfare Officer provides social and emotional support through student and parent programs. She also coordinates the 'Catching on Early' program throughout the school. Attendance is monitored monthly and family support is provided where needed.</p> <p>Esmart is a focus, and we have run regular student sessions about cyber safety and appropriate use of the internet and social media. We also run regular articles in the newsletter for parents.</p> <p>Students are supported through class circles, restorative practices and a strict no-bullying policy. Our You Can Do It foundations are taught in health lessons for all grades and certificated and awards are presented weekly at assembly and in the newsletter.</p>

For more detailed information regarding our school please visit our website at
<http://www.portlandps.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

School Profile

School Enrolments

A total of 87 students were enrolled at this school in 2013, 43 female and 44 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ■
Result for this school: ● Median of all Victorian government schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>36%</td> <td>50%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>71%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>67%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>15%</td> <td>62%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>8%</td> <td>54%</td> <td>38%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	36%	50%	Numeracy	14%	71%	14%	Writing	17%	67%	17%	Spelling	23%	15%	62%	Grammar and Punctuation	8%	54%	38%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

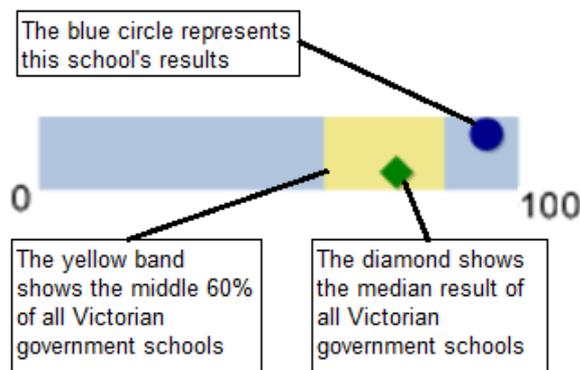
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

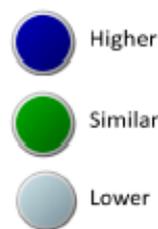
If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous 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* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

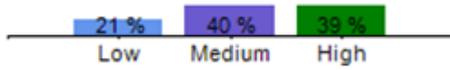
More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$127,104
Revenue Other	\$11,771
Locally Raised Funds	\$52,993
Total Operating Revenue	\$191,868

Funds Available	Actual
High Yield Investment Account	\$10,754
Official Account	\$13,371
Total Funds Available	\$24,125

Expenditure	
Communication Costs	\$4,976
Consumables	\$22,466
Miscellaneous Expense	\$27,512
Professional Development	\$4,289
Property Maintenance	\$62,722
Salaries & Allowances	\$49,636
Trading & Fundraising	\$9,490
Travel & Subsistence	\$48
Utilities	\$18,257
Total Operating Expenditure	\$199,397

Financial Commitments	
Operating Reserve	\$24,125
Total Financial Commitments	\$24,125

Net Operating Surplus/-Deficit (\$7,529)

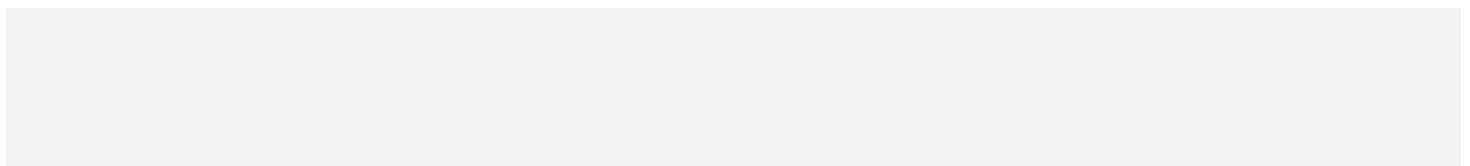
Asset Acquisitions \$0

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary





Australian Government



National Partnerships Annual Activity and Accountability Statement 2013

Funding provided through the Commonwealth National Partnerships is aligned with the state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.

National Partnership 2013
Allocation

Low SES School Communities	\$60,000
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School Co-investment

Victorian government schools participating in the National Partnership for Low Socio-Economic Status School Communities are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.

Notes:

- National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.
- Expenditure at the school level may not have been spent in the year the direct support was received.

The school is participating in the following initiatives to support the achievement of its goals and targets:

National Partnership for Low Socio-Economic Status School Communities

Not Applicable

National Partnership for Empowering Local Schools

Not Applicable