2016 Annual Report to the School Community

THE EDUCATION STATE

School Name: Portarlington Primary School

School Number: 2455

Name of School Principal:	Lesley-Ann Allbutt
Name of School Council President:	Karen Bourke-Finn
Date of Endorsement:	18th of April, 2017

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 regulated 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 the 'Student enrolment numbers' and/or 'Curriculum framwork for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

VICTORIA State Government | Education and Training

About Our School

School Context

Portarlington Primary School is a coastal community school with 179 students (2016).

Guided by our school values (safe, kind, respectful and responsible) there is a very positive tone in our school and a clear focus on purposeful teaching and the expectation that every student is engaged in their own learning.

In 2016, the school had 14.5 equivalent full time staff, 1 principal class, 10.2 teachers and 4.6 education support staff. A speech therapist supported literacy development for 2 days per week. Coaching and consultancy experts worked with staff to develop their skills and knowledge in reading comprehension and mathematics.

There is a strong emphasis on academic learning and the early acquisition of literacy and numeracy skills using the Early Years Literacy and Numeracy framework with a Literacy Intervention Program for the lowest 25% of students in grade one and two. The school programs maximise the potential of all students. Student assessment and data collection form the basis of teacher planning.

School classrooms are well resourced with student access to desk tops, mobile devices such as ipads and Apple Air TVs. There are specialist teachers in the visual arts, performance/music, Indonesian language and physical education. Our school hall hosts our breakfast club and the before and after school program as well as a myriad of learning activities, student celebrations and community connection activities.

There is a strong partnership between staff and parents with high parent participation rates in classrooms, school council, excursions, parent action teams, the monthly market and student conferences. The school culture involves a strong focus on success and the positive actions of everyone. Our 'Healthy Together' framework underpins our culture. This is further strengthened by the School Wide Positive Behaviour Support framework, Kids Matter, Restorative Practices and elements of the You Can Do It program to support the thorough teaching of values and problem solving strategies for all students. A dedicated and caring staff provide a well-rounded education for all of our students while promoting excellence for all.

Framework for Improving Student Outcomes (FISO)

Throughout 2016, Portarlington Primary had two FISO focus areas.

1. Excellence in teaching (Building Practice Excellence)-
We worked to increase teacher capacity by developing teacher content knowledge and skills to ensure consistency of the practice delivered in a small school context. The implementation of the Professional Learning Community (PLC) model was introduced to engage teachers in meaningful collaboration. This model is designed so that teacher practice can have a more efficient and direct impact on what occurs in classrooms. Collaborative teams are also responsible for delivering an engaging curriculum using an inquiry approach. Strategies to support improved student learning include: PLC leader development, Coaching and Peer Observation, Professional Development in Numeracy, Vocabulary Instruction and Oral Language and an Explicit Reading Intervention Program at year 1 and 2.

2. Professional Leadership-(Building Leadership Teams)-
As a growing school, it is critical that the skills of the staff are developed to build an improvement culture, succession plan and implement proven strategies for improving student learning outcomes. Building teacher leadership skills helps to create the conditions to achieve higher levels of reliability across the school with regard to instructional practice. Focused work driven by the PLC model-(critical analysis of student learning data that informs planning and intervention strategies) helps to ensure that instruction is targeted at the specific needs of the students and learning growth will be tracked. Collaborative practice strengthens teachers' skills in differentiation so that they reach all students through making adaptions (as well as promoting inclusion). Strategies to support improved student learning through professional leadership include: PLC development, Coaching and Peer Observation.

In 2017 we are broadening our leadership structure to include both School Improvement Team Leaders and Professional Learning Community Leaders to oversee, monitor and evaluate our Annual Implementation Plan. All leaders are involved in targeted professional development training and coaching to develop their leadership skills. Curriculum Planning and Assessment will also be an area of focus for 2017 as we fully transition from the AusVELs Curriculum to the new Victorian F-10 Curriculum framework.

Achievement

Portarlington Primary School provides a strong academic program for its students particularly in literacy and numeracy. The school is proud of its overall results in all subject areas. This is the result of dedicating blocks of time to teaching core subjects, supporting students with explicit teaching and improving teacher capacity through coaching and team analysis of individual student learning outcomes.

Teacher assessments have demonstrated that the student results from prep to year 6 in literacy and numeracy are higher than other schools like ours, a credit to improved instruction in these areas. NAPLAN results at the Year 3 and Year 5 level continue to be similar to other like schools with the exception of the four year trend in Year 5 reading. The percentages of students in the 'low growth' category are another focus for improvement across all NAPLAN areas. To improve this result, the staff worked to incorporate explicit vocabulary instruction in reading lessons to further strengthen reading comprehension. Targeted professional learning was also provided in number, counting and place value.
Focussed professional learning for teachers in literacy and numeracy has consolidated the teacher judgement gains and has further improved teacher capacity. A greater emphasis on data collection in literacy and numeracy and using it to determine teaching goals formed the basis of teacher professional development.

A focus on supporting our children to become 'assessment capable' learners through one to one conferencing with teachers has contributed to our children progressing at or above the expected levels of learning development in the Australian Curriculum/Victorian Essential Learning Standards (AusVELS). Our school was making the transition to the Victorian F-10 Curriculum throughout 2016.

Student learning will be further supported in 2017 by strengthening our whole school approach in literacy and numeracy to cater for differentiation particularly in numeracy at the year 5 and 6 level.

Curriculum Framework implemented in 2016

| | Victorian Early Years Learning and Development Framework | | AusVELS | | Victorian Curriculum | X | A Combination of these |

Engagement

While overall student attendance is slightly above the state average, it is an area that had continued to be a focus for 2016. The average numbers of days of absence per student marginally increased over the last two years from 15.94 average days per student in 2014 to 16.82 in 2016. Educating our school community on the importance of attending school to improve student learning outcomes has supported a reduction in the number of absence days for many students. There is a tendency for some families to holiday during term time. Some students experienced extended illnesses where hospitalisation was required (illness and medical explanations). Approved parent choice also increased from 2015 to 2016.

An Engagement/Wellbeing Officer is overseeing the strategies to connect with families whose children have high absences. This role has supported teachers in gathering data on absences and contacting students and their families regularly. An emphasis on "Everyday Counts" and lifting the profile of student attendance at assemblies, in newsletters and through contact with parents has been strengthened with Student Support group meetings implemented to support students with high levels of absence.
Strong relationships are developed with families. Where attendance can be a challenge, parents/ caregivers meet with staff so that the needs of the child and a support plan can be developed to ensure that learning progresses. Our parent satisfaction with our school is similar to the median of all Victorian government primary schools and a critical component of this is the strength of our school-home partnerships.

Student engagement was further supported in 2016 by increasing the focus on our science and technology curriculum with science inquiry units of learning held across all year levels. A family science night and whole school art show was also held.

Wellbeing

Our school culture guides the development and maintenance of our safe and secure school environment. Results in this area have continued to strengthen. Our students are involved in activities that promote wellbeing such as student mentoring, buddy support programs, grandparent's day and multi-age celebrations which create a positive environment for students to achieve success.

The student Attitudes to School Survey highlights many areas where our school is operating above the state medians suggesting a positive response to tighter limits and higher academic expectations. Our students have developed a positive sense of safety at school through taking ownership and responsibility for the wellbeing of everyone. Wellbeing is also enhanced through setting learning goals, community service and taking on positions of responsibility & leadership. Student strengths are enhanced through participation in music and drama, sport, public speaking, the gardening program and a wide variety of extra-curricular sport and leisure activities. Consistent codes of conduct, restorative practices and logical consequences are reflected in the calm tone across the school.

The student leadership program, increased student voice, participation in designing curriculum and setting goals has continued to address this in 2016. Student wellbeing will be further supported in 2017 through the consolidation of the Healthy Together framework and the School Wide Positive Behaviour Program with a focus on strengthening student voice in areas such as our student led Outdoor mentor Leadership Program.

For more detailed information regarding our school please visit our website at
[enter web address here]

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▨
Result for this school: ● Median of all Victorian government primary year levels: ◆

School Profile

Enrolment Profile

A total of 179 students were enrolled at this school in 2016, 99 female and 80 male.
There were < 10% of EAL (English as an Additional Language) students and 2% 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.

low	low-mid	mid	high

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.

School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher judgment of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Performance Summary.*	Results: English 0 ● ◆ 100 Results: Mathematics 0 ● ◆ 100	● Higher ● Higher

Performance Summary

Achievement	Student Outcomes	School Comparison
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.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average) 	🟢 Similar 🟢 Similar 🟢 Similar 🟢 Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average) 	🟢 Similar ⚪ Lower 🟢 Similar 🟢 Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** 32 %	41 %	27 % Low Medium High **Numeracy** 36 %	45 %	18 % Low Medium High **Writing** 50 %	45 %	5 % Low Medium High **Spelling** 41 %	50 %	9 % Low Medium High **Grammar and Punctuation** 50 %	27 %	23 % Low Medium High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▮
Result for this school: ● Median of all Victorian government primary year levels: ◆

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students. Average 2016 attendance rate by year level:	Results: 2016 0 ———————— 50 Low absences <------> high absences Results: 2013 - 2016 (4-year average) 0 ———————— 50 Low absences <------> high absences	● Similar ● Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
95 %	91 %	92 %	88 %	91 %	91 %	92 %

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
Result for this school: ● Median of all Victorian government primary year levels: ◆

| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Similar

How to read the Performance Summary

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, P-12 and specialist schools, 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.
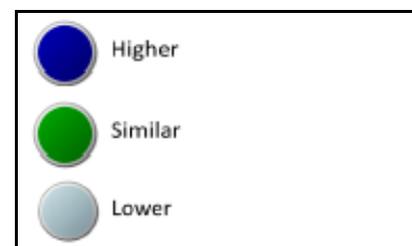
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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

What are the changes in student achievement?
The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 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* 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 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 and position commentary

Portarlington Primary is in a very good financial position due to prudent financial management and fundraising. The student supplies contribution has been kept extremely low and is subsidised through the profits from the previous year's monthly Community Market. The monthly market also supports the technology directions of the school and funds are allocated to the future development of the school grounds. We have been the recipient of a range of government grants including a capital works allocation of 5.7 million dollars, a Professional Learning Community Pilot program grant and a Health Department grant to provide shade sails for our grounds. The Department of Education and the local Bendigo Bank subsidises the breakfast program and supports special events at the school. The Bendigo Bank also sponsors the Fresh Fruit Thursday program. The school's community partners (including the Bendigo Bank, the Mussel Festival, the Portarlington Golf Club, the Lions Club and other church and community groups) continued to provide financial and resource support to the school's student welfare program and various events throughout the year. All moneys held at the school are committed to programs through a thorough program budgeting format and is allocated to classrooms in the form of extra teacher assistance for students needing additional support and the purchasing of essential materials for student learning. The School Council President, Principal, one teacher and the Business Manager monitor the financial management of the school through monthly sub-committee meetings and they report directly to the school council twice each term. The Sporting School's fund also provided for additional extra-curricular activities for our students after school and at lunch-time.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	$1,259,647
Government Provided DET Grants	$444,392
Government Grants Commonwealth	$10,846
Revenue Other	$7,376
Locally Raised Funds	$98,714
Total Operating Revenue	**$1,820,975**

Expenditure	
Student Resource Package	$1,203,334
Books & Publications	$1,194
Communication Costs	$6,308
Consumables	$41,316
Miscellaneous Expense	$84,714
Professional Development	$12,692
Property and Equipment Services	$102,403
Salaries & Allowances	$94,080
Trading & Fundraising	$17,259
Utilities	$14,852

Total Operating Expenditure	**$1,578,151**

Net Operating Surplus/-Deficit	**$242,824**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	$414,634
Official Account	$10,045
Total Funds Available	**$424,678**

Financial Commitments	
Operating Reserve	$55,460
Asset/Equipment Replacement < 12 months	$70,000
Maintenance - Buildings/Grounds incl SMS<12 months	$40,000
Provision Accounts	$59,218
Other recurrent expenditure	$50,000
Capital - Buildings/Grounds incl SMS>12 months	$150,000
Total Financial Commitments	**$424,678**

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
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.