

# 2020 Annual Report to The School Community



School Name: **Portland Primary School (0489)**



- 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 2020 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 01 June 2021 at 09:33 AM by Stephanie Carter (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested offline by School Council President and processed by Daniel Belic (SPOT Admin) on 01 June 2021 at 09:46 AM

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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.

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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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

### School context

At Portland Primary School we achieve success by caring for one another, showing respect and persisting in everything we do.

Our school values are:

RESPECT - yourself & others, honesty, acceptance, diversity, inclusion & cooperation.

EFFORT - confident learners with a growth mindset, lifelong learners, persistence, personal best, resilience, risk taking & setting and achieving goals.

CARE - empathy, care for yourself, care for others, health & wellbeing, understanding & support.

Portland Primary School is focussed on developing the whole child. We focus very closely on the child's social, emotional and academic learning. We offer a safe and caring environment where every child is challenged, nurtured and seen as an individual.

We have had significant growth over the past 4 years, with a current enrolment of 200+ students. In 2020 we had 10 classes, with three specialist classes running across the school - Science, PE & Art.

Our staff profile included a leading teacher, eleven classroom teachers, two specialist teachers, one intervention teacher, 5 Integration aids, a business manager & and administration assistant. Of our staffing profile we have on ES member who identifies as ATSI.

Portland Primary School is focussed on breaking the link associated with disadvantage and offering all students what they need to be successful learners both at school and within their communities.

Students at Portland Primary School are encouraged to be resilient learners, to take risks in their learning and to understand that success can be measured in many ways.

The whole school community are encouraged to be Learners for Life, with many opportunities for new learnings to be shared amongst staff and parents.

Portland Primary School encourages their school community to be healthy, active members of the local community and see great benefit in facilitating partnerships within the wider Portland community.

2020 saw our school community face new challenges with the introduction of Flexible & Remote Learning for a large part of the year. Throughout this time we were able to model our skills of applying new learning and life long learning as we transitioned to R&F Learning.

Learning was delivered through a range of platforms such as Class Dojo, WebEx, hard work packs where needed and onsite where needed. We blended synchronous and asynchronous learning to meet the needs of all students through a range of differentiated tasks.

Some challenges throughout this time were whole school community wellbeing, engagement, learning new digital platforms, staff workload and more.

### Framework for Improving Student Outcomes (FISO)

In 2020 our Key Improvement Strategies all fit within the FISO area of "Building Practice Excellence".

- To embed our school instructional model for Numeracy, utilising VTLS and High Impact Teaching Strategies

- To develop and implement the Priority Learnings in Numeracy in order to build teacher capacity & numeracy outcomes across the school

- To undergo our School Review and undertake the PRSE process

While many of our measures were not applicable due to the absence of NAPLAN, we still made progress in other measurable terms, such as evidence in practice & evidence through teacher judgements.

Many areas of our anticipated work and focus for 2020 will be carried forward to 2021 as our needs changed as a direct outcome of the remote & flexible learning.

Finding from our School Review were positive and have helped to direct and narrow our focus moving forward. We will continue our work in building teacher capacity in Numeracy and this will be supported by the inclusion of Primary Maths Specialist Program.

**Achievement**

Students at Portland Primary School responded well to the flexible & remote learning phases. They were engaged and supported through a range of platforms and strategies. Teachers were able to deliver a range of well differentiated learning sequences for students at all levels.

Throughout a normal year NAPLAN would be a measure for students achievement and school success in meeting their targets. Due to Covid-19 NAPLAN did not take place & we did not give teacher judgements in our mid year reporting, so our measures of students success are based purely on their Victorian Curriculum growth from December 2019 to December 2020.

While most children across the school continued their learning trajectory, for some, they did not make the expected level of progress. These children were identified at the end of 2020 to be a part of our Learning Tutor Initiative, and will be supported and monitored closely throughout 2021. We identified 69 students for this program and most of these students will access two additional reading sessions per week, additional numeracy support or additional SoundsWrite sessions, depending on their area of identified support.

Our integration aids (ES) supported PSD children in class, as well vis online platforms throughout remote & flexible learning. All PSD funded children had access to additional supports through their funding allocation. Equity funds also supported additional in class assistance.

**Engagement**

As we transitioned between face to face learning and remote learning, engagement was at the forefront of everything we did in 2020.

Attendance monitoring was essential in both scenarios; we were able to closely monitor engagement through the diligent use of Compass and regular contact with families and carers.

Remote learning was a new experience for everyone involved and ensuring students felt connected and supported was essential to both their wellbeing & learning outcomes. We did this by providing regular check ins, Webex meetings, flexible learning options and more. Where needed, we offered options for some onsite learning. This was the case for students at risk of disengaging, vulnerable families and students of essential workers.

Upon our return to face to face learning we spent significant time building students learning stamina through the implementation of short targeted learning tasks.

We spent considerable time re-introducing essential social and emotional skills to support students re-integration into the yard and associated social interactions. We did this through the explicit teaching of our school values, Positive Educations and Respectful Relationships.

**Wellbeing**

Health and wellbeing supports such as regular check ins via WebEx, phone and where needed face to face, were prioritised for staff, students and their families at Portland Primary School.

We were able to support students and their families through the challenges of the pandemic in a range of differentiated ways, dependent on the needs of individual families. Some of these supports included visits, regular phone contact, food hampers, provision of technology, linking families in with additional support agencies and the provision of onsite learning for vulnerable families and those families working in essential fields.

PSD children and students who were identified as vulnerable were allocated a mentor staff member who regularly made contact by phone or WebEx. Teachers made regular contact with all children and families. Those who could not be contacted or engaged were linked in with additional school based supports, many of which continued after our return to school.

Another aspect that needed consideration was the wellbeing of our staff, which will be a continued focus in 2021.

**Financial performance and position**

In 2020 Portland Primary School finished the year with a small surplus, some of which was allocated to the Learning Tutor Initiative, with the remaining surplus funds being carried over to 2021.

Like many schools, our expenditure was less than a normal year, due to the inability to partake in normal school based activities through out 2020, as well as a reduced need for additional staffing and CRT's. We did not take part in normal

fundraising activities in 2020 due to Covid-19; this saw us cancel our Annual Twilight Market, camps, excursions and more.

We were successful in gaining a Capital Funding Grant of \$84,000 in late 2020, which will see us have roofing works completed in early 2021. School Council also approved spending of \$75,000 to have our asphalt area resurfaced with Tiger Turf, which will take place in early 2021.

**For more detailed information regarding our school please visit our website at**  
[www.portlandps.vic.edu.au](http://www.portlandps.vic.edu.au)

# 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.

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 205 students were enrolled at this school in 2020, 100 female and 105 male.

4 percent of students had English as an additional language and 5 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) which takes into account parents' occupations and education.

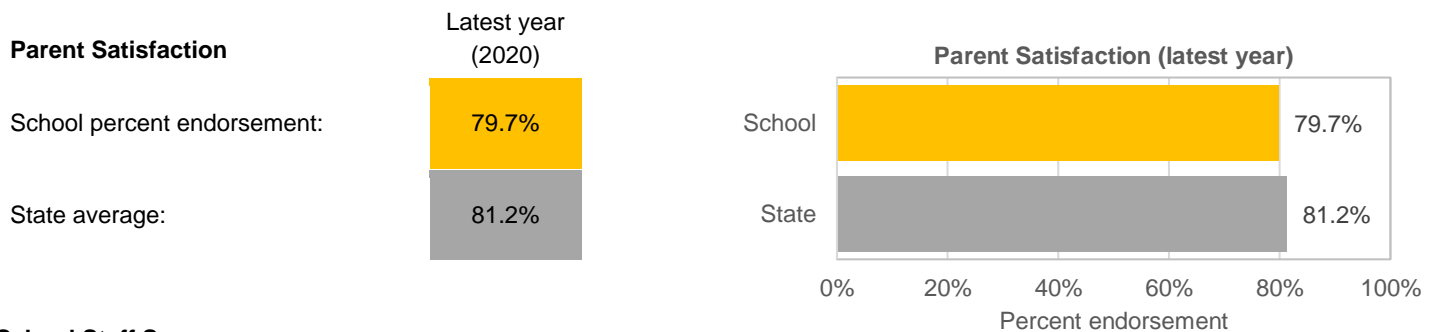
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

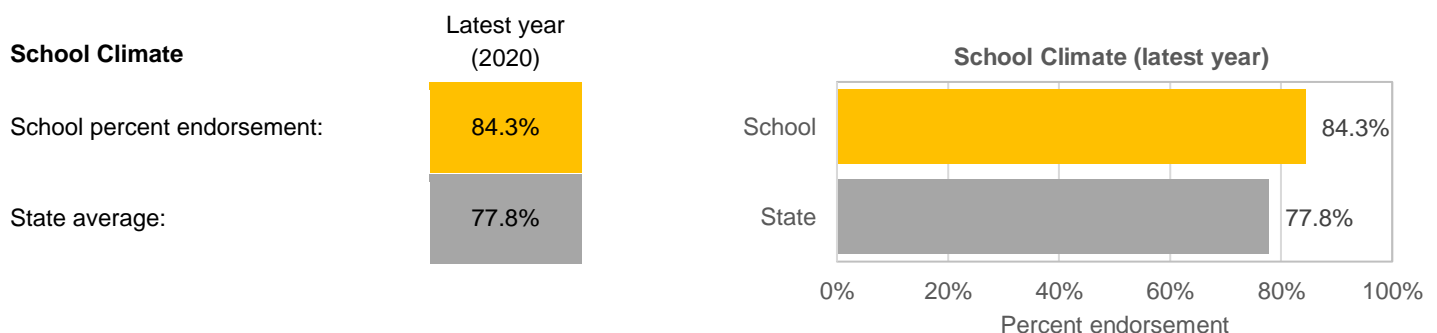


### School Staff Survey

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.



## ACHIEVEMENT

**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  
(2020)

School percent of students at or above age expected standards:

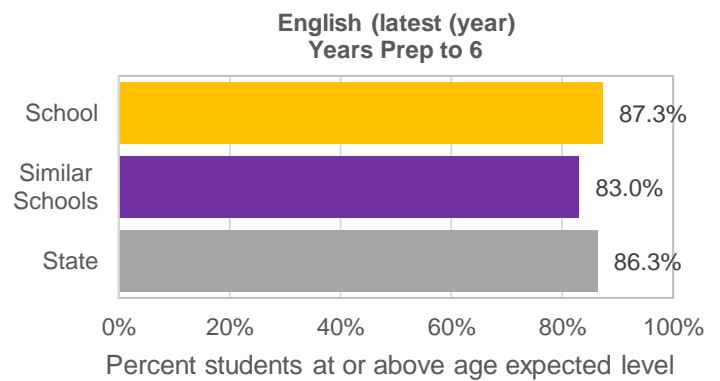
87.3%

Similar Schools average:

83.0%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

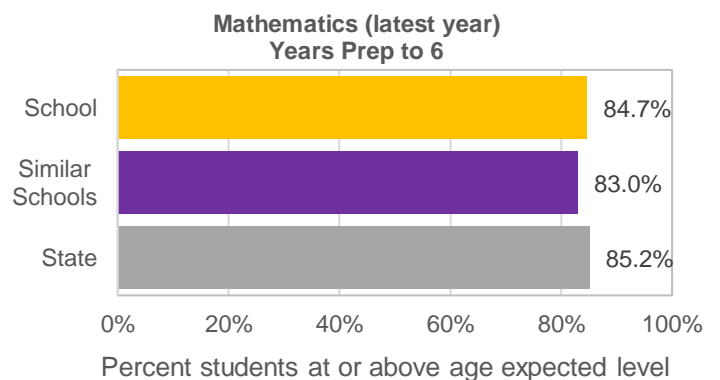
84.7%

Similar Schools average:

83.0%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.



## ENGAGEMENT

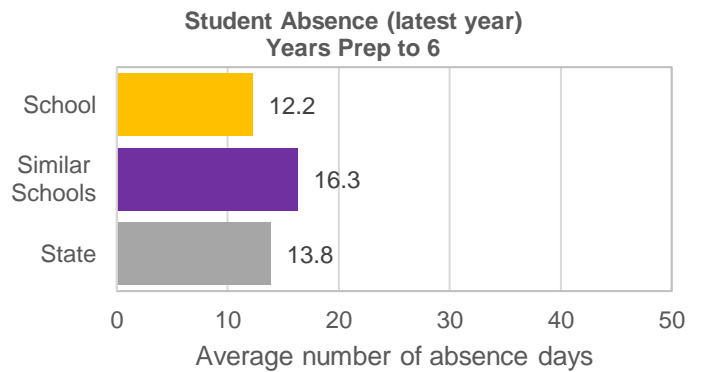
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	12.2	15.6
Similar Schools average:	16.3	16.1
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	93%	94%	94%	95%	93%	92%

**WELLBEING**

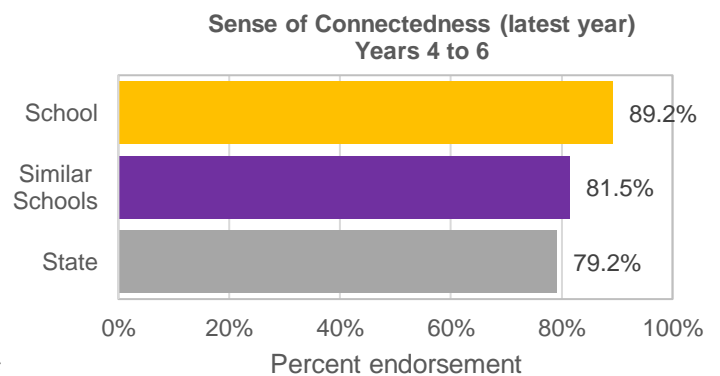
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	89.2%	86.9%
Similar Schools average:	81.5%	81.0%
State average:	79.2%	81.0%



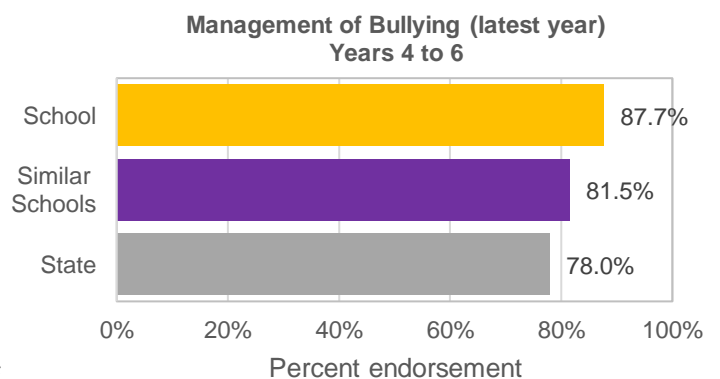
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	87.7%	89.0%
Similar Schools average:	81.5%	81.0%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,768,328
Government Provided DET Grants	\$338,855
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$21,214
Locally Raised Funds	\$46,793
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$2,175,189</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$153,492
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$153,492</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,752,783
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$7,453
Communication Costs	\$4,834
Consumables	\$64,408
Miscellaneous Expense <sup>3</sup>	\$20,761
Professional Development	\$13,218
Equipment/Maintenance/Hire	\$18,120
Property Services	\$87,296
Salaries & Allowances <sup>4</sup>	\$69,274
Support Services	NDA
Trading & Fundraising	\$10,728
Motor Vehicle Expenses	\$121
Travel & Subsistence	\$564
Utilities	\$22,453
<b>Total Operating Expenditure</b>	<b>\$2,072,013</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$103,176</b>
<b>Asset Acquisitions</b>	<b>NDA</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 01 Mar 2021 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 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$163,486
Official Account	\$63,206
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$226,691</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$44,704
Other Recurrent Expenditure	\$131
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$44,704
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$89,538</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.*