

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 25 April 2024 at 08:38 PM by Stephanie Carter (Principal)

- This 2023 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 25 April 2024 at 08:41 PM by Kaylene Belden (School Council President)

How to read the Annual Report

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.

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 in recent years, with a current enrolment of 230+ students. In 2023 we had 11 classes, with three specialist classes running across the school - Science, PE & Art.

Our staff profile included a leading teacher (0.6), fourteen classroom teachers, three specialist teachers, one intervention teacher, four Integration aids, a business manager & and administration assistant. We also have two Learning Specialists who lead in Literacy & Numeracy.

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.

2023 saw our school community rebuilding connections, encouraging families back into the school setting & events and continuing our rigorous improvement journey in Literacy & Numeracy.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 we continued our work around a structured literacy approach, utilising the Big 6 (oral language, phonological awareness, phonics, vocabulary, fluency and comprehension). We used a coaching model to build the capacity of our leaders to strengthen the work. We used Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to track and monitor students growth and progress throughout the year at all grade levels. We also joined the Wimmera South West Literacy Learning Community, which will continue to support our learning and improvement journey into 2024.

NAPLAN:

Students in Grades 3 and 5 participated in NAPLAN testing, with the majority of tests being administered online (excluding Grade 3 Writing). There were a number of highlights and strengths in our Grade 3 and Grade 5 results. In Grade 3 reading PPS exceeded the state, network and like schools. Our 2023 NAPLAN data was overall an improvement from 2022 where comparing our results to like schools, network and state results. This was the first time being measured against the new proficiency standards, and our students were predominantly in strong and exceeding in all areas. The students who were identified as needing support had already been identified and are a part of our TLI program.

TLI:

In 2023 we utilised the Tutor Learning Initiative (TLI) to offer literacy and numeracy support. Our TLI staff focused on Tier 2 and Tier 3 supports consistent with Tier 1 classroom practice. Students requiring additional support were identified at the end of 2022 to be a part of our Learning Tutor Initiative, and were supported and monitored closely throughout 2023. We identified a number of students for this program and most of these students accessed two additional reading sessions per week, additional numeracy support or additional SoundsWrite sessions, depending on their area of identified support.

PAT testing:

All students took part in Reading & Numeracy assessments in November. This data is used to support our triangulation of data

sources to help inform our assessment of student learning. Student learning growth was positive in all cohorts and overall our results were strong in both areas.

Our integration aids (ES) supported PSD children in class. All PSD funded children had access to additional supports through their funding allocation. Equity funds also supported additional in class assistance as needed.

Wellbeing

Breakfast Club:

In 2023 we ran a breakfast program 5 days per week. This is run by one of our Mental health & Wellbeing Leaders, staff volunteers and grade 6 helpers. Breakfast Club is a great way for students to start the day in a positive way. All children can access the program, sharing a meal with their peers & school staff. This also acted as a great tool for encouraging students to be at school on time. At the end of each term, we packaged up our surplus foods and made care packages for families and communities members in need.

Berry Street & Positive Education:

In 2023 we continued to upskill staff in the Berry Street Education Model, so that most staff have been trained. We will continue to train new and existing staff in 2024. Our School Improvement Team has also been trained in Positive Education to support teams in implementing Positive Education Enhanced Curriculum (PEEC). BSEM is a our Tier 1 practice school-wide, meeting the wide variety of needs within our student cohort. Across the school we have daily Welcome Circles, brain breaks, Ready to learn charts and more.

Mental Health in Primary Schools (MHIPS):

In 2023 we continued the MHIPS Pilot. We had two Mental Health & Wellbeing Leaders, who participated in Professional Learning (PL) that they then shared with all staff to build our knowledge, skills and capabilities to manage and support students' wellbeing and mental health.

Staff Wellbeing:

Staff wellbeing has also been at the forefront of our work, with a continued focus on 'The Science of Wellbeing'. We have accessed PL and had regular check ins. We have learnt strategies and shared our success and challenges along the way, to build our collective capacity and wellbeing. This was supported by resourcing and allowing time in our meeting schedule for check ins, learning and reflection.

Engagement

Attendance Monitoring Processes: Attendance is monitored daily and contact is made with parents/carers where an explanation has not be given to a teacher. We support this with positive messaging around attendance in our newsletter and on our social media platforms. Individual supports are put in place for families identified and having at risk attendance. Students with attendance rates lower than 80% will have a goal in their IEP, along with regular parents contact related to increasing attendance.

Individual Education Plans: Students who are identified as needing additional supports with their learning or engagement have an IEP. These are developed by teachers in Term 1, shared with families and revisited each term to be monitored and updated as required. Engagement strategies in IEP's include attendance supports & goals, social and emotional supports, links to out of school agencies and more.

Culture & Language: Our Gunditjmara Language & Culture sessions are providing a high level of interest & engagement for students, supported by our LSO, Jayden. Students love learning about their local indigenous culture; this provides learning opportunities linked to both our local community, its people and our school values.

Extra- Curricular Activities: camps and extracurricular activities are provided to meet the wide range of interests of our student cohort. These include activities such as athletics, swimming, surfing, chess tournaments, maths and english competitions, music festival, art exhibitions, local community events and much more.

Other highlights from the school year

Regional Basketball: Our Grade 5/6 Girls basketball team represented our school at the SSV Regional Championships, where they placed 2nd. This was a very strong result for our team, competing against much bigger school from across the region.

Maths Night - Understanding how we Teach Maths: Our Numeracy Learning Specialist led an evening for parents, where we explained how we teach maths at PPS and why. This was followed by some open ended learning tasks for parents, led by some of our Grade 6 students. We are hoping to follow this with a Family Maths Night in 2024.

Sustainability Squad: 2023 saw the introduction of our Sustainability Squad. This has been an exciting introduction for our school and we have a number of students who take part. This led by our Science teacher and involves students from most grade levels with both in school and local community activities.

Financial performance

In 2023 Portland Primary School finished the year with a surplus in our Student Resource Package due to staff changes throughout the year. The remaining surplus funds were carried over to 2024 for staffing, to support the introduction of an Assistant Principal working in the wellbeing & inclusion role. We also had additional funding in the SRP through the MHiPS, which allowed us to employ additional staffing. We utilised Equity Funds for additional support staff in 2023 in response to additional needs in relation to learning and behaviour. CRT costs continued to increase due to staff absences related to Covid isolation rules. We did not reintroduce normal fundraising activities in 2023 due to competing priorities and ongoing restrictions.

We ran a swimming program, which was subsidised by Swimming in Schools funding & CSEF for many families. We were also able to run two camps, which was heavily supported by families. School Council kindly funded the transport for camps, which meant the costs were accessible for families. School Council approved funds for new fencing around the school which will be completed in early 2024. We have also applied for a Schools Capital Funding Grant to replace the existing playground and basketball courts, but we have not yet been notified of the outcome.

For more detailed information regarding our school please visit our website at 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 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 236 students were enrolled at this school in 2023, 131 female and 105 male.

2 percent of students had English as an additional language and 10 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).

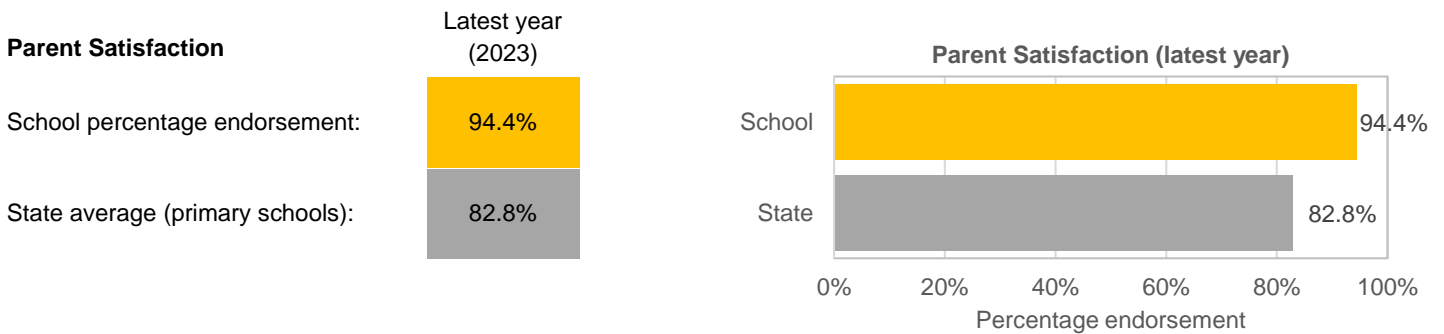
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

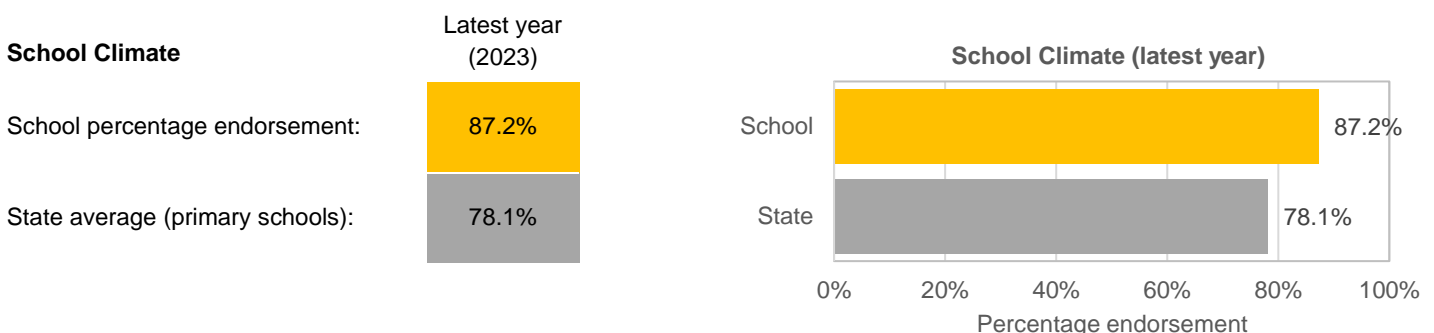


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

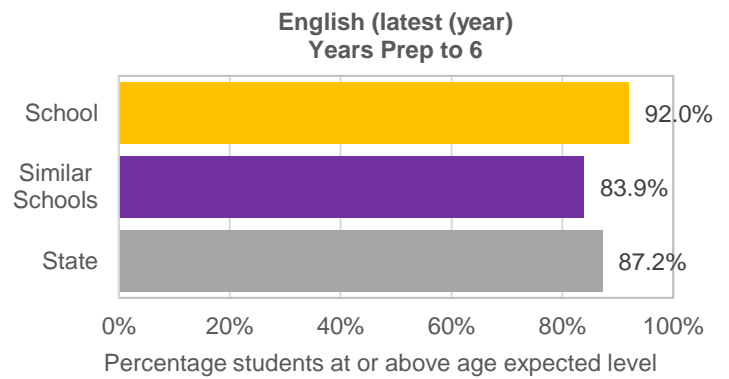
92.0%

Similar Schools average:

83.9%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

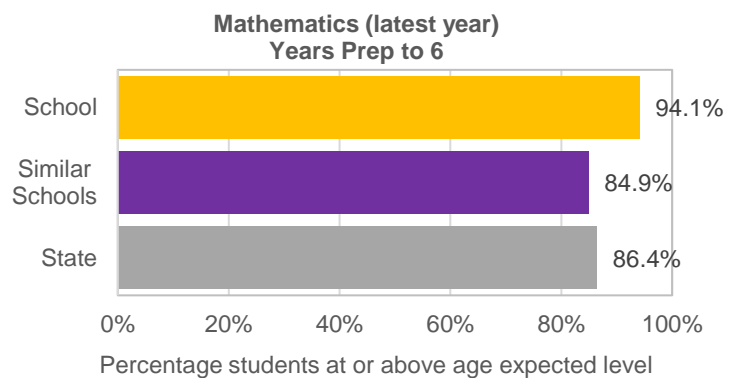
94.1%

Similar Schools average:

84.9%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

74.2%

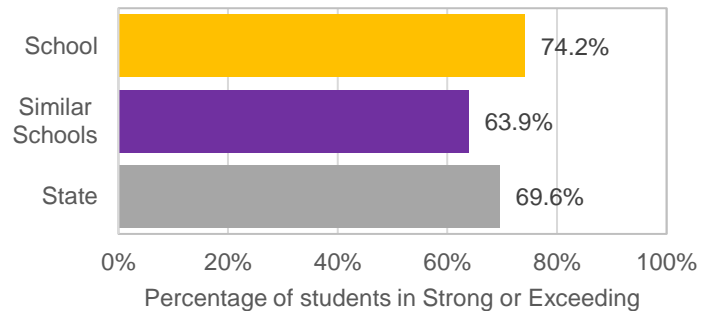
Similar Schools average:

63.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

68.4%

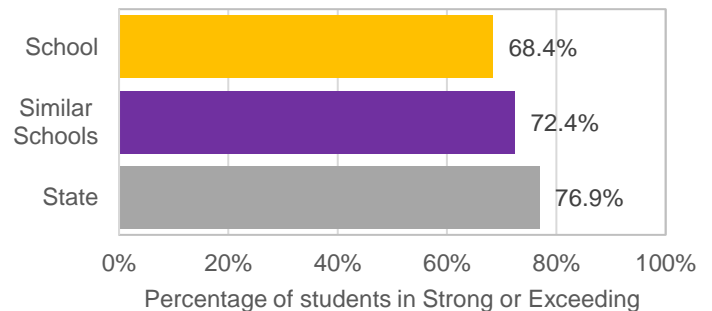
Similar Schools average:

72.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

67.7%

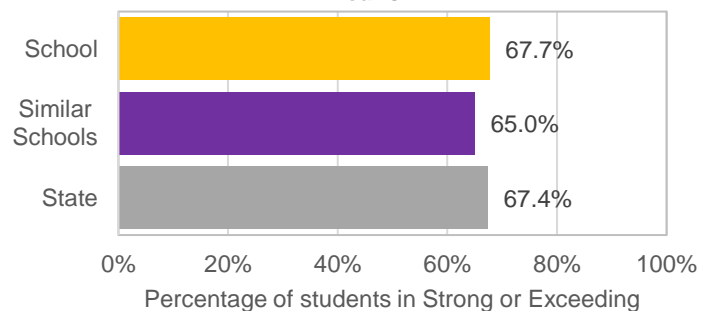
Similar Schools average:

65.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.2%

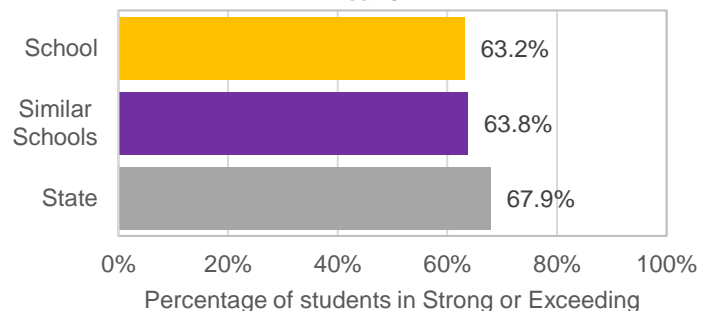
Similar Schools average:

63.8%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

80.0%

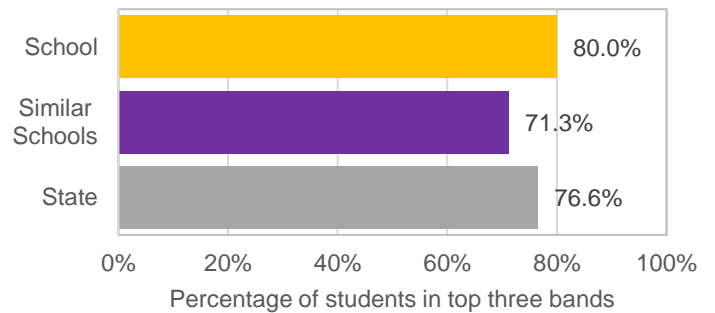
Similar Schools average:

71.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

70.0%

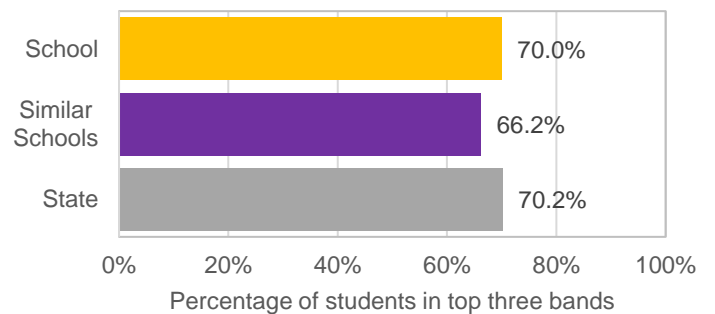
Similar Schools average:

66.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

50.0%

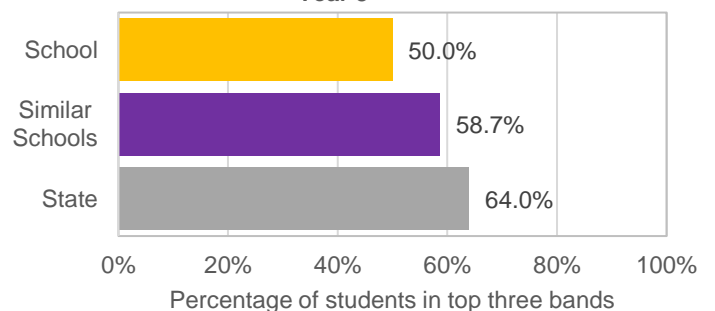
Similar Schools average:

58.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

41.4%

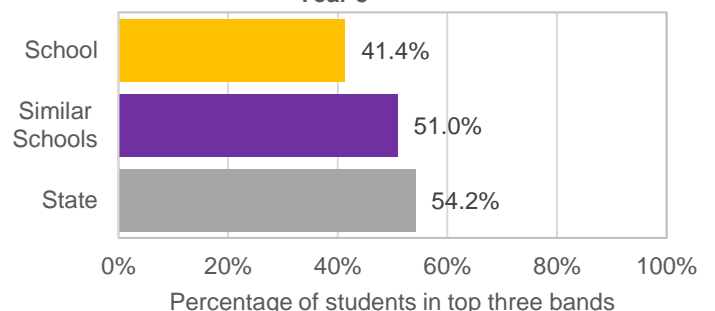
Similar Schools average:

51.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

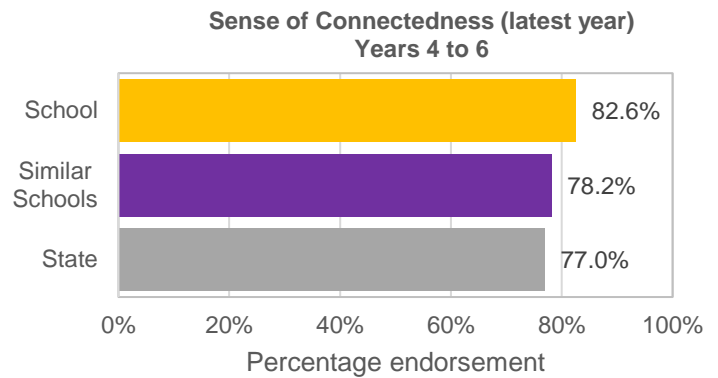
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	82.6%	87.3%
Similar Schools average:	78.2%	80.2%
State average:	77.0%	78.5%

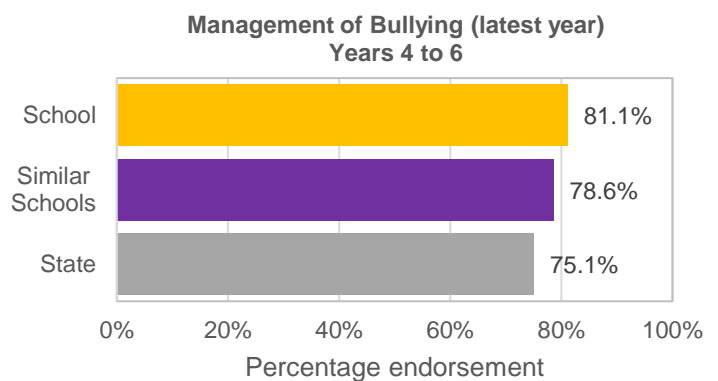


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	81.1%	88.0%
Similar Schools average:	78.6%	81.0%
State average:	75.1%	76.9%



ENGAGEMENT

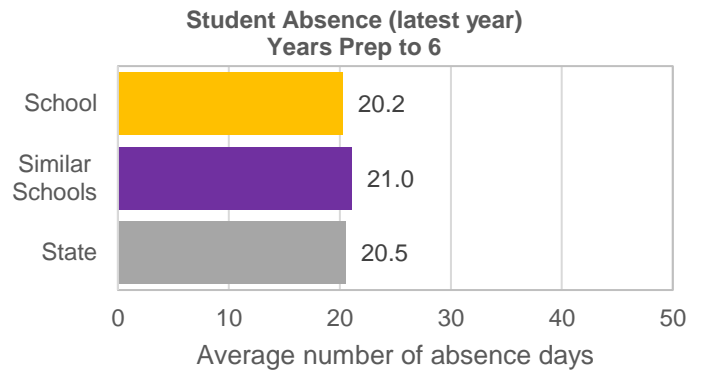
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	20.2	18.4
Similar Schools average:	21.0	19.0
State average:	20.5	18.1



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 (2023):	87%	90%	90%	91%	90%	91%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$2,421,752
Government Provided DET Grants	\$365,039
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$22,996
Locally Raised Funds	\$92,832
Capital Grants	\$0
Total Operating Revenue	\$2,902,619

Equity ¹	Actual
Equity (Social Disadvantage)	\$168,743
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$168,743

Expenditure	Actual
Student Resource Package ²	\$2,305,996
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$64,577
Communication Costs	\$9,376
Consumables	\$74,129
Miscellaneous Expense ³	\$26,868
Professional Development	\$39,938
Equipment/Maintenance/Hire	\$7,794
Property Services	\$141,920
Salaries & Allowances ⁴	\$139,726
Support Services	\$3,237
Trading & Fundraising	\$22,024
Motor Vehicle Expenses	\$127
Travel & Subsistence	\$0
Utilities	\$25,618
Total Operating Expenditure	\$2,861,330
Net Operating Surplus/-Deficit	\$41,289
Asset Acquisitions	\$0

- (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 16 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$142,273
Official Account	\$49,929
Other Accounts	\$0
Total Funds Available	\$192,202

Financial Commitments	Actual
Operating Reserve	\$76,660
Other Recurrent Expenditure	\$262
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$76,922

All funds received from the Department of Education, 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.