

# Portland Central School

## Annual Report



2016



2897

## Introduction

The Annual Report for 2016 is provided to the community of **Portland Central School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Murray Borham

Principal

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### Message from the Principal

Portland Central School is situated 25 kilometres north-west of Lithgow, in the Bathurst Network of schools of Western Region. It is a comprehensive, coeducational school which serves the rural districts of Lithgow, Wallerawang and Cullen Bullen. The school is a proud member of the Western Gateway Educational Community (WGEC), as well as the Bathurst Network of schools. The school's motto "Carpe Diem" translates to "Seize the Day". Approximately 30% of the student population travel to school by bus. PCS has been identified as a school with significant disadvantage. The local economy relies on the mining industry and the local power plants, which are continually reducing staff. The local power station in Wallerawang ceased operations during the 2015 year. School/community partnerships were further enhanced in 2016, with personalised interviews for every student. This will continue in 2017, along with increased communication through Facebook. The school's ability to provide 21st century learning increases every year with an advanced technology system and on site devices to supplement BYOD. The school employs a computer coordinator 3 days per week, working in collaboration with a BYOD consultant, for one day a fortnight. We are seeking to purchase both air conditioning for our primary classrooms and an electronic sign for school publications in 2017. The year of 2016 had many memorable moments for Portland Central School; some of the most notable included the continued success of the "students4success" and the introduction of "Beyond Portland" programs, designed to install our expectations and offer opportunities for students which they would normally not receive. The PBL system became SWE (School Wide expectations) in 2016 and our students continue to receive both positive feedback and rewards for exhibiting positive behaviour within their learning. Fantastic K-12 carnivals were held in swimming, athletics and cross country, and the tradition continues with the addition of 3 partner Primary schools in 2017. We had visits from the Jesus Racing Team, improved involvement in a wider variety of clubs and wonderful representation in a variety of sports, including cricket, athletics, swimming, basketball and touch football. We graduated another 5 Rural Fire Service cadets and held an outstanding Western Region cadet carnival. The continuation of the "Early Action for Success" program for our K-2 cohort provided leadership, training and direction to further enhance our early year results and provide our youngest students the best possible start in their academic lives. Our reading, writing and numeracy levels across K-2 continue to improve, with targeted students accessing the required intervention. PCS was externally validated in 2016, a process designed to assist us in self-evaluation and lead us into future planning. All staff were involved in the collection of evidence, which was further analysed by the executive and submitted. As a result of the effort, we were validated in 12 of the 14 areas we submitted. The Portland Bike Track project has been completed, and is now a wonderful community facility for the youth of Portland and neighbouring towns. The school continues to succeed in VET areas, with more than one third of our secondary enrolment studying VET subjects, they are also the areas of greatest success in the HSC. TAFE is no longer taught on the school site, however, our links continue to be strong with Future Moves (CSU), Links to Learning (ASPIRE) and our partner Primary schools. Our NAPLAN performance was not as strong in 2016, and we continue to target writing as our focus area, across all four Year groups. The school would like to thank all members of the school community for their wonderful support of our school in 2016. The improved relationships assist in improving academic performance and resolving matters more promptly. The staff are a committed team of professionals who want the very best for every student, and the school as a whole. I would like to wish all departing staff members the very best in their future careers and thank them for their contributions to PCS, and look forward to again working with all returning

staff members as we continue our new direction of teaching and learning in 2017. We certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

### **Message from the school community**

The Portland Central P & C has spent the last 12 months fixing up some inherited problems and fundraising with the school staff to come up with enough funds to replace the soft fall in the children's play area. The P & C in the 2016 calendar year were able to fundraise sufficient money to clear some debts inherited from a previous canteen operator, and were then supportive of the schools strategy to lease the canteen space to a private operator to ensure this did not remain an overhead for us to cover. The P & C also assisted in the decision making processes for a number of initiatives of the staff group at Portland Central including uniforms, different programs within school and other school management issues that we felt were in the best interest of the students at Portland Central. The significant amount of money required to replace the playground soft fall in school has been the focus of all fundraising in the second half of the 2016 calendar year and the first half of 2017. The P & C are at a loss to understand how this is not covered by the department, however, have nearly raised in conjunction with the staff the amount required, we just now need to find a contractor that can do the job.



## School background

### School vision statement

#### **Innovation, Opportunity and Student Success**

Portland Central School prepares students for the 21st Century by engaging all learners in meaningful learning experiences. These experiences meet the highest educational and ethical standards, in a caring, collaborative learning community. Supported through partnerships with parents/ carers and families, businesses, civic organisations and higher education, students achieve personal success.

In a culture of collaboration and cooperation, we encourage and support students to become respectful of themselves, each other and the wider community. We endeavour to assist each student to transition into the working world, where they can become productive citizens of both their community and society at large.

### School context

Portland Central is an innovative, student centred school with the priority of developing students into positive, well-rounded citizens.

We are a 'Positive Behaviour for Learning' school with the mantra of 'Safe Respectful Learners'. Throughout each year students participate in our school developed 'students4success' program. This explicitly teaches their roles and responsibilities in our school as positive, engaged learners; striving to achieve success in all aspects of school and life.

Our initiative, 'Beyond Portland' is the key element of the school's direction, enriching each student's perspective of their wider community. Meaningful learning opportunities are provided to all students within and beyond the school parameters. This is fundamental to broadening life experiences to enhance student learning and their understanding of the world around them.

Portland Central School has committed teaching teams who work collaboratively to understand students and their backgrounds, ensuring that their unique needs are met. The implementation of an integrated curriculum ensures deep knowledge and understanding of the key concepts of the National Curriculum are achieved. Student engagement is central to all teaching strategies, with staff actively involved in professional learning to ensure that students are exposed to the skills and understanding required to meet these outcomes.

Our school is located in the main street of Portland, a small village in the Central Tablelands of NSW, which historically has a high level of unemployment. Equity RAM funding has been targeted to enable the provision of opportunities to improve educational outcomes. This is a high priority for Portland Central School to assist the community in breaking the cycle of unemployment.

Individualised student growth is at the forefront of all programs. Best Start data indicates a high percentage of students are entering school with below expected levels in literacy and numeracy. A positive foundation for improved learning for all students is provided and supported by the implementation of the 'Early Action for Success' initiative and opportunities for professional learning, including 'Literacy, Language and Learning'.

Our strategic directions have been developed in consultation with staff, parents and students. Our progress in the three strategic directions will be monitored and evaluated throughout each year. All of the strategic directions are long term aspirations. It will take a number of years to demonstrate significant, embedded cultural change with well rounded, productive citizens transitioning into society.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### **For schools participating in external validation processes:**

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear

description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the domain of Learning, our self-assessment at Delivering was validated with a future focus for the school to link the school more directly towards student learning and growth. For the domain of Teaching, our self-assessment at Delivering was validated with the school determining the need for consistent teacher judgement and evidence compilation as well as linking the PDPs to the school plan and the SEF.. For the domain of Leading, we were validated at Delivering, with a future direction in developing staff capacity for future leadership.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Students are engaged and have a positive attitude towards their learning, life and future by developing resilience, responsibility and confidence, to achieve their potential with stronger literacy and numeracy skills

### Purpose

To foster active student participation in school and life by providing relevant learning opportunities and experiences so that students will become positive contributors to society. PCS focuses on encouraging creative, reflective and critical thinkers, who are responsible for their learning.

### Overall summary of progress

The aim was to promote active student participation, through using students4success and integrated units/project based learning, measured against outcomes and participation in professional learning. Students4success was successful in the early terms, however, staff in secondary felt the need to reduce the time allocated, and this adjustment was made. Beyond Portland was very successful for the students who participated, obtaining opportunities to be creative, reflective and critical thinkers. This enabled students to develop a positive attitude towards their learning, and enjoyed the experiences. Integrated units were developed and implemented successfully K–6, with links to literacy and numeracy across the KLAs. In secondary, the project based was implemented with 2 KLA areas targeted.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School attendance data is at state level in all stages	In 2016, we have targeted student attendance in all stage areas. We have been successful in raising parental awareness, and are continuing to work on the unexplained absence rate with a phone home program.	We have invested \$2000 in extra phone charges to address this matter.
Integrated units are implemented across faculties at all stages for at least 5 weeks each term	The integrated units worked extremely well in primary, and will continue in 2017. It was not as successful with secondary, and we are seeking to implement project based learning across two curriculum areas.	Professional learning—\$5000 from Low Socio—Economic Funding
Students participate in students4success each term and have the tools for positive outcome achievement at appropriate stage levels	Students4success was completed successfully, although it will be modified in 2017.	Students4success—\$10000

### Next Steps

Students4success implementation will continue in 2017, with adjustments made for stage levels, according to need.

Beyond Portland will not continue in 2017, as the school could not afford to further subsidise participation.

Integrated units and project based learning will continue in 2017, with a wider variety of curriculum engaged.

## Strategic Direction 2

Students value learning and appreciate the relevance of the acquired knowledge and skills in seeking a meaningful and significant future.

### Purpose

To encourage responsible students who take an active role in their own learning by being self-managed, curious, and driven to succeed. The school community demonstrates respect, reflection and pride in Portland Central School.

### Overall summary of progress

The aim of this strategic Direction was to develop pride and respect within learning at Portland Central School. We provided 21st learning opportunities within the curricula, to engage and promote student leadership. Extra curricula activities, including clubs, were provided to develop new skills and curiosity towards their learning, leading to more motivated students who are striving for their future goals and careers. We were looking to further promote the wearing of full uniform for school pride, and address the concerns re attendance and unexplained absences.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A richer school experience is provided for all students	Clubs are very strong amongst the primary, however, were not as popular amongst the secondary student body. They will continue in 2017, as part of each staff member's individual roles.	Support for club resources—\$1000
Strong parental partnerships exist, supporting student learning and career pathways	Parent/Teacher interviews, Principal meetings and Facebook adjustments occurred with positive feedback from those who engaged.	
Students willingly and proudly wear school uniform	Improvement noted in the summer months, however, winter data was not an improvement. School has invested in "School Hoodies" as part of the uniform for 2017 to assist in addressing secondary uniform concerns.	Student assistance for uniform—Global 1
Students return explanations of absenteeism on return to school	Absenteeism continues to be a concern, with some students not explaining their absences. Sentral SMS still in progress.	\$5000 out of Low-Socio Economic funding
Students exit school and move into training, employment or further education	All work experience and workplacements completed for the relevant years. Mock interviews held and career opportunities provided, including Careers Expos, meetings with future employers and future education providers	\$1000—School to Work.

### Next Steps

Clubs and extra curricula opportunities including positive Psychology will be extended in 2017, with a greater variety of student choice. Social media (Facebook) continues to expand and refine. Attendance continues to be monitored, with a phone home program. Families will continue to be engaged with opportunities to visit the school, including P/T and principal interviews, and information evenings.

## Strategic Direction 3

Students are able to maximise their potential through dynamic, personalised and flexible teaching and learning practices.

### Purpose

To embed structures and pedagogies at Portland Central School that support and enhance individualised student outcome achievement. Students are challenged and self-reflective, through positive school experiences.

### Overall summary of progress

The aim of Strategic Direction 3 is to provide opportunities and support for all students to reach their potential. This was managed through a close analysis and tracking of student progress in literacy and numeracy, targeting students who required intervention and support. Teaching practises and quality learning environments were addressed through professional learning. Families are encouraged to value student success and become involved at all levels in the child's learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students achieve minimal benchmarks K–2, as identified through EAfS	All data entered into PLAN every 5 weeks and progress made in all areas. All K–2 students assessed every 5 weeks against benchmarks and support provided for identified students. Full intervention provided for those who required it in K–2.	• Early Action for Success (\$30000.00)
All staff utilising and adhering to PLPs and IEPs to ensure consistency for identified students	Primary PLPs and IEPs are completed with regular review. PLPs and IEPs continue to be in progress in secondary.	Relief for staff to complete PLPs and IEPs—\$5000 (Socio-Economic background)
Best Start assessment administered and feedback to parents/carers provided.	Best start kinder assessment was completed in Term 1 with all parents provided with written feedback.	Staff release (Early Action for Success) \$500
Parents/carers rely on bulk communications as an environmentally sustainable form of communication	Facebook identified as the preferred method of notification of school events and highlights. SMS continues to be developed as an alternative notification for absenteeism.	
Parents/carers are aware of school expectations and celebrate achievements	Parents are formally invited to attend all celebration events, assemblies, Parent/teacher interviews and information evenings. P&C welcome parent participation in fundraising, meetings and social events, including discos.	Catering \$500
Students seamlessly move between stages of their education	Kinder prep transition implemented successfully. NXT7 program implemented successfully during Terms 1–3 before Orientation in Term 4. Transition coordinator successful for 2017.	Expenses for NXT 7 transition—\$2000

### Next Steps

Implement stronger transition throughout the senior years, overseen by the newly appointed Transition coordinator. Ongoing assessment of data within K–8 with analysis at review points, including sprints for secondary students.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Aboriginal student NAPLAN/HSC data review	
<b>Socio-economic background</b>	<p>Improved HSC performance in non-practical HSC subjects.  Improved reading levels and PLAN data.  Improved HSC results in TAS.  Do we continue with the purchase in 2017?  Is the investment worth pursuing in 2017?  HSC performance. Do we continue in 2017?  Do our families appreciate the learning experiences provided?  Was enough money budgeted for technology upgrades?  Has the professional learning assisted with PLP completion?  Is it worth the investment?</p>	
<b>Support for beginning teachers</b>	Accreditation updates and supervision of material	<p>Course fees, accommodation and teacher relief. Included unused funds from 2015.</p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$3 500.00)</li> </ul>
<b>Early Action for Success</b>	<p>Term analysis shared with K-6 staff.  Meeting with APs and Principal to discuss progress and changes in work plan.  Data analysed and evaluated to change students requiring intervention.</p>	<p>Interventionist salary.  Teacher relief for professional learning.</p> <ul style="list-style-type: none"> <li>• Early Action for Success (\$2 500.00)</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	101	103	98	98
Girls	79	76	86	80

Enrolments have been reasonably stable over the past 4 years, due a transient population. Not many enrolments come from our partner primary schools and some students move to larger schools due to greater subject choice in the secondary.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.5	94.3	94.5	86.9
1	91.5	94.2	90.4	91.1
2	90.6	94.1	93.2	91.7
3	93.9	93	92.2	91.8
4	89.3	92.4	92.8	93.1
5	90.7	92.4	93.3	90.4
6	87.4	91.1	87.6	89.2
7	88.3	88.4	86.1	87
8	81.3	81.9	85.1	89.6
9	75.8	86.4	74.8	81.4
10	81.9	75.7	81	75.7
11	93.5	72.2	77.4	82.9
12	94.6	81.3	84.3	79.8
All Years	88.6	86.2	86.7	86.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

### Management of non-attendance

Our student attendance is below state average for both Primary and Secondary. A few families with multiple children having poor attendance greatly affects the data in a small student population. We are working with both the families concerned and the HSLO to attempt to address this issue.

## Class sizes

Class	Total
KM	7
1/2C	21
3/4D	23
5/6K	18
5/6D	17

## Structure of classes

All classes were structured in stages within the primary, with secondary classes combined for Years 11 and 12, and electives within Years 9 and 10. A change will occur in 2017 with a straight Year 6 and a combined Stage 4 for Years 7 and 8. Years 11 and 12 will be straight year groups in 2017.

## Retention Year 10 to Year 12

Approximately 80% of our Year 10 students are retained all the way through to Year 12, however, we only had 6 students complete Year 12 in 2016.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			33
Employment	10	7	32
TAFE entry	5		16
University Entry			
Other			16
Unknown			

We prepare our students for a range of opportunities post school, where we regularly attend and encourage students to participate in university open days, careers expos and meetings for future employers.

## Year 12 vocational or trade training

1 of our 6 students is employed as a full time apprentice, and another is undertaking TAFE as a result of part-time employment. All senior students undertake at least 1 VET subject, all of which 100% achieved Certificate 2 or better. Our strongest subjects within the HSC are VET subjects.

## Year 12 attaining HSC or equivalent

One student out of the 7 who commenced in Year 12 took up full time employment, and did not sit the HSC. All of the other 6 successfully completed the HSC or equivalent. Our strongest areas were again Visual Arts and Hospitality.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	2
Classroom Teacher(s)	7.34
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration & Support Staff	5.89
Other Positions	3.2

\*Full Time Equivalent

Our staff employed 3 Aboriginal people in 2016, one is a permanent full time teacher, the other 2 are Aboriginal SLSOs., one full time and the other part-time.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

3 staff members attracted beginning teacher funding in 2016, where the funds were allocated to assist with obtaining accreditation and provide the relief required to engage with the necessary professional learning. Use of mentors greatly assisted this process and the teacher development. Two staff members successfully completed their accreditation at proficient during 2016.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30/11/16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>515 914.48</b>
Global funds	256 090.17
Tied funds	533 054.84
School & community sources	36 554.71
Interest	11 609.80
Trust receipts	12 661.55
Canteen	0.00
<b>Total income</b>	<b>1 365 885.55</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	8 261.15
Excursions	15 313.48
Extracurricular dissections	11 628.21
Library	9 608.61
Training & development	13.64
Tied funds	520 030.26
Short term relief	52 924.67
Administration & office	49 145.85
School-operated canteen	0.00
Utilities	41 346.82
Maintenance	21 518.13
Trust accounts	8 533.62
Capital programs	10 778.62
<b>Total expenditure</b>	<b>749 103.06</b>
<b>Balance carried forward</b>	<b>616 782.49</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### School-based assessment

The school made significant progress in 2016 on providing suitable assessment tasks which reflected HSC standard and performance. Our HSC results were a true reflection of student achievement at the both the school and HSC level.

In 2016, 100% of Kindergarten, 91% of Year 1 and 100% of Year 2 students achieved reading benchmarks of Level 9 or higher, which is at or above state minimal benchmarks, as identified in the early action for success initiative.

In Early Arithmetic Strategies (addition and subtraction), 100% of Kindergarten, 91% of Year 1 and 100% of Year 2 have achieved expectation or higher.

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The growth rates between Years 3, 5 and 7 have displayed improvement at an average of 80%. 52.5% of students have displayed greater than or expected growth in Reading. Spelling was a particular focus in 2016, with 53.3% of students displaying greater than or expected growth in Years 7 and 9.

In 2016, 86.6% of students displayed growth between Years 3 to 9, with an average of 42.6% showing greater than or expected growth. Band 8 was achieved in Year 5 for the first time in 3 years, as well as a Band 10 in Year 9.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

By targeting numeracy across the school in 2016, one Aboriginal student in Year 5 successfully achieved the top band in Numeracy. We have developed PLPs for all Aboriginal students in order to improve this number.

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Students completed some Category A subjects with a range of success. Our students were more successful in the VET subjects, with 100% of our

students achieving Certificate 2 or better.

## Parent/caregiver, student, teacher satisfaction

All students and their families are invited to a one on one conversation with the Principal throughout the school year, where data is collected re satisfaction of families re student and school progress. The Year 4 cohort generated a 90% satisfaction rate, and the Tell Them From Me surveys generated an overall satisfaction rate of 80%.

Feedback from the P&C offered areas for improved communication and overall community wellbeing. Facebook and newsletters were also used to communicate events and school activities, and this forum continues to improve.

## Policy requirements

### Aboriginal education

In 2016, the school employed a full time Aboriginal SLSO and one part time Aboriginal SLSO to assist in Aboriginal Education. Their focus is to support learning within the classroom setting, for both Primary and Secondary students. They assisted with the running of both the Didgeridoo Club for boys (run by Owen Smith) and the Art and language program for girls (run by Nyree Reynolds). These programs improved both Aboriginal attendance and engagement across the secondary. A successful K–12 NAIDOC week was held, with students working in cross campus groups. All Aboriginal students have their own PLP and mentors have been called upon to target individual Aboriginal students with special needs. One Aboriginal student in Year 5 reached the top band in Numeracy in 2016.

### Multicultural and anti-racism education

All students learn about cultural awareness through the curriculum areas of HSIE and PDHPE, focussing on tolerance and collaboration. The schools recognises this as well through special occasions such as Reconciliation Day and Harmony Day.

### Other school programs

#### EAFs

The Early Action for Success Initiative (EAFs) commenced at Portland Central School in Term 2, 2014 and continued until 2016 to strengthen learning in Numeracy and Literacy in the early years (K–2).

The leadership team and staff determined which students should be involved in literacy and numeracy intervention support, by mapping the progress of every Kindergarten to Year 2 student against an end-of-year

expected standard for Reading, Writing and Number as outlined in the NSW Literacy and Numeracy Continuums.

The regular collection of data, as evidence of Literacy and Numeracy achievements, identifies those children reaching grade expectations and identifying those most at risk in their progress. All data is entered every 5 weeks into PLAN for collation and analysis.

In 2016, the Interventionist was employed for 9 hours /week, which was increased in Term 4 to 12 hours a week across Monday – Thursday. They work with small groups and provide individualised support for children to make progress up to expectations for the grade. Other tiered intervention at Portland CS is provided through the Learning Support teacher and IEPs, created by class teachers and interventionist. They are reviewed regularly.

Professional Learning for teachers has been instrumental in the EAFs Initiative. In 2014, the Literacy focus was on K/1. In 2015, our Literacy training centred on the 2/3 classroom with staff being trained in Language, Learning and Literacy for Stage 1 (L3S1). In 2016, staff were upskilled in L3K and L3 Stage 1. This will provide opportunities for staff to implement, consolidate and refine their practice into classroom procedures.

In Reading, 91% students in Year 1 were at or above expectations. 100% of students in year 2 were at or above expectations and in Kindergarten, 100% of students were at or above expectation. Due to the professional learning and support, improvements were made and these results were recognised by State and presented at the State Forum.

In 2016, PCS continued with the Count Me in Too(CMIT) program. Staff committed to upskilling and reviewing data, resulting in all K–6 staff maintaining data in PLAN software. Teachers have applied the Numeracy Continuum in their teaching program, resulting in personalised and differentiated learning as identified in Strategic Direction 3.

#### B&E6 Project at PCS

The Broadening and Enriching Stage 6 project at Portland Central School is part of the blue print for action in Rural and Remote schools. The grant has allowed us to undertake action research to further investigate methods of better student engagement and independent work, and teacher capacity to engage students in senior learning. We have undertaken a consultation process with Oberon High School, one of our local schools that is in its second year of a Compressed Curriculum. We have also contacted colleagues across the Western region through emails to gain information, both positive and negative, on the compressed curriculum model. From this, we have consulted with similar 'like' Central School to see how they are running their curriculum. Uralla Central School has been successful in its implementation of a compressed curriculum, and we have sent a staff member to meet with the Principal to look at the reasons why they have gone this way and the benefits



that they have seen in the new structure. There have also been visits to Walcha Central School, and contact made with Bingara Central School to discuss their compressed curriculums. It is also anticipated that we will visit Molong Central School and Coonabarabran High School to discuss improvements that they have made to their Stage 6 curriculum. The project will culminate in the Action Research Project being presented to Department of Education as part of the Rural and Remote blue print for action.

## Secondary Sport 2016

Afantastic K–12 Mini Olympics kick started the school term for us this year, with 10 stations and all students participating in their sport house groups for the Champion House Trophy during the Student4success week. Our annual K–12 Swimming Carnival was held at Portland Pool on the 4th February 2016. Students and teachers participated in a variety of competitive events and novelty races to gain points for their Sports Houses. Raffin were the overall winners with the highest score of 317, closely followed by Murray on 301.

The Sports Captains leadership, encouragement and participation in all school events shone through this year, especially at our Swimming and Athletics Carnivals. The 2016 Sports House Captains chosen by their peers and teachers were;

Murray– Corey Peters & Nastasia Elms

Toyer–Britnee Brennan

Hollis– Jesse–Lee Collins

Raffin– Ryan Peters–Chapman & Kayla Nugent

The Years 3–12 Athletics Carnival was held on April 28 2016. There was a number of Sporting Events, including Relay, Shot Put, Javelin, and Novelty Events. Bonus points were given for the Sporting House with the most participation, team spirit and colour. It was fantastic to see the great athleticism and sportsmanship from all our students, especially with the unpredictable weather. Toyer won the Athletics Carnival with a whopping 212 points. Followed by Raffin with 206 and Murray on 189. The total participation and sportsmanship of all students from Years 3–12 has resulted in the continued growth and success of this carnival over the years.

Students in Years 3–6 trained for the David Peachey Shield with the aid of the Year 11 and 12 Sports Coaching VET students. These students worked on further developing their own skills. The Dave Peachey Cup was held on the 27th April.

The joint K–12 Cross Country was held on the 6th May 2016. It was fantastic to see all students get in and have a go. Some ran the whole 4.2 km, others ran some of the course and walked the rest, where others had a delightful afternoon stroll.

Various specialist coaches and associations came to the school to run refereeing and coaching courses for

the secondary students. These included a NRL Backyard Coaching Course (1/4/16), NRL Primary skill development day for the Kindergarten – Year 6 students (Term 2) and a K–12 Travelling Cricket Clinic (Term 3).

Our Year 11/12 VET Sports Coaching Students ran weekly lessons aiding in the skill development of K–6 students, focussing on the development of the following sports: Netball, Rugby league, Touch Football and Fine Motor Skills, as well as helping out at the District K–6 Athletics Carnival on the 5th August.

Our Portland Central School Cricket Team participated in the Central Schools Cricket Tournament. Unfortunately they were knocked out in the first round by Molong. The Open Boys and Girls Touch Football were set to play in the knockout Dubbo again this year on the 26th of May, with our teams competing against all Central Schools in the Western Region. However, due to numbers on the day, we had to forfeit.

The Jump Rope for Heart Jump Off on 21 October, 2016 from 1:00–3:00 pm was a great success. It was fantastic to see so many students and teachers get behind such an important fundraising event. We smashed our previous record, raising a total of \$2105. The Year 11/12 Sports Coaching students aided in the organising and running of this school event, with the assistance of both the Primary and Secondary Staff.

On the 23rd of March, CHS NRL Rugby League Trials took place in Blayney. We sent 4 students to try out for the CHS Teams, with Dylan Glynn 16+ qualifying for the next round.

On Remembrance Day, a Military Boot Camp Session ran from 1:30–3:00 pm on Friday 11/11/16. There were 7 stations that operated during sport. Each station had a different activity that resembles a military boot camp with a facilitating teacher/s. Students were placed in groups and rotated every 10–15 minutes – with a horn sound for rotation. These stations included: Extreme Hill Run, Military Running Challenge, Agility Training, Tough Mudda Obstacle Course, Grenade Battles & Chaffs Intense Boot Camp.

During Term 4 we ran a K–12 Food and Ag Day with 4 sport sessions running from 12–1:20 pm. Activities included: fruit salad, stuck in the mud, sack races, farm obstacles, lasso the horse, hot potato and bobbing for apples. Students had a ball, rotating around the 4 different stations and competing in 3 activities per station.

‘Secondary Sprinting through September in Style’ was a program implemented to kick off the secondary Sporting Premiers Challenge. This was run by the Sports Committee Teachers and the Year 11/12 Sports Coaching Students and was designed to help all secondary students become more actively involved in physical activity throughout the day. Each day a different sport was played. The calendar was posted on the sports notice board and ran Monday, Wednesday, Thursday and Friday during recess, lunch or before school.

During October the Sports Committee Teachers, Year 11/12 Sports Coaching Students and Secondary Sports representatives launched a new program 'October Little Ones, Big Ones'. This program runs on a Wednesday and Thursday during lunch for all Primary students wishing to further develop their skills in playing Touch Football.

Congratulations to all students who participated in one way or another throughout the year. We have been extremely proud of your participation and sportsmanship throughout the year. Finally, a special thank you to the local Portland clubs and all teachers, parents, and most importantly, students, who have contributed to school sport this year.