

# Portland Central School

## 2019 Annual Report



2897

## Introduction

The Annual Report for 2019 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.

## School contact details

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## School background

### School vision statement

Portland Central School succeeds through dynamic, engaging and personalised learning opportunities

### School context

Portland Central School is a small central school (Kindergarten to Year 12) located in the town of Portland NSW. The school is located in the centre of town, and has a blend of modern and historic buildings. In 2018 our school has an enrolment of 125 students, including 24% Indigenous. The school currently has one special education class supporting students with identified needs.

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

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'.

The school is committed to establishing an authentic partnership with parents/carers and community, through providing many opportunities to actively be involved in the life of the school. Learning support, instructional leadership and a whole school and community approach to wellbeing is a priority to enable all students to best succeed, thrive and learn.

The school is committed to establishing an authentic and engaging partnership with the Indigenous community.

We are also a member of the Lithgow network of schools, and work closely with schools in the Lithgow and Bathurst areas.

## Self-assessment and school achievement

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. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

### Teaching and learning

#### Purpose

We work in partnership with our students and community to provide the most effective and engaging teaching methods, with the highest priority given to evidence based teaching strategies.

#### Improvement Measures

–Every student achieves a year's growth for a year's learning through the delivery of differentiated programs which meet individual needs.

–Internal and external measures demonstrate student improvement at or above expected growth in literacy and numeracy.

#### Overall summary of progress

Portland Central has worked strategically to embed evidence based teaching and learning strategies. Students continue to be actively engaged in the process to ensure their ownership and improvement in literacy and numeracy. Learning intentions and success criteria, informed by data, are now routine to explicitly inform students of expectations and achievement levels. Triangulation of data has become a practice at Portland effectively using formative and summative from internal and external sources. Priorities are now identified from data to inform Professional Learning and support staff to meet the learning needs of all students.. EAfS as a key initiative has supported all processes.

#### Progress towards achieving improvement measures

##### Process 1: Student Learning Goals

All staff work in partnership with students to target, identify and address the learning of literacy and numeracy to ensure growth.

Evaluation	Funds Expended (Resources)
Student learning goals are an embedded practice in the IEPs, PLPs and many classrooms. Differentiation has been a focus through LST meetings in Term 4 with teachers targeting the needs of the students, both challenging and supporting them through scaffolds to be successful. In 2020 , PCS will continue to build a deeper knowledge around goal setting, with a focus on student ownership and setting of personalised goals for learning. The effective use of data and evidence to complete tracking of student growth in PLAN2 for Literacy and Numeracy K–6 has ensured smoother transitions into the next year, while Best Start Yr7 implementation will support the transition process and targeted teaching.	Completed in staff release time, at no cost.  Staff meeting  Release to plan

##### Process 2: Effective Teaching Practice

Teachers use data to inform practice and deliver differentiated explicit evidence–based teaching strategies to ensure student growth.

Evaluation	Funds Expended (Resources)
Executive and staff have engaged in SCOUT training to gain a deeper understanding of navigation and use of SCOUT data, especially NAPLAN reports. The data harvested has been discussed in teams and informed professional learning.  Our AP and IL have triangulated data from NAPLAN with PAT–R and formative assessment for the K–6 students, which has led to deeper data conversations around students and improving targets. A tracking sheet for secondary and primary has been implemented , with primary collaboratively	Cathy Zemaitis – Albury  Susan Gottchall – Orange

## Progress towards achieving improvement measures

constructing a spreadsheet to highlight strengths and areas to improve.

All staff have engaged in quality teaching and learning with growth sprints allowing observational rounds to develop a focus on improvement in the teaching lesson. The need to deepen knowledge on content and addressing diverse learning needs of students will continue to be a focus in 2020.

### Process 3: Professional Learning

Professional learning is aligned with the school plan, PDPs and comprehensively mapped to meet school needs.

Evaluation	Funds Expended (Resources)
<p>EAFS data has been entered , analysed and used to inform teaching and learning in K–2. The use of evidence and data has been a focus in K–6 with teachers developing a deeper knowledge of learning intentions. Teachers then implemented the co-constructing of learning intentions with students, using work samples to set personal goals of improvement , especially in writing. The use of co-construction of learning intentions with students will continue to be implemented in 2020.</p> <p>90% of K–2 students have reached the required benchmarks for Literacy and Numeracy. All targeted Tier 1 &amp; 2 students have improved with students in Tier 1 requiring further assessments carried out. PLAN data has been entered on 2 sub-elements for K–8 with K–2 entering data for 7 sub-elements. The data entry for more sub-elements has been reviewed K–6 to increase our data collection for 3–6 targeting numeracy and reading to reflect stretch targets. Professional learning face to face and online has been a key feature for improvement with PL time set in the timetable for each week. This consistent and regular opportunity has ensure review and change of practice based on research and the direction of the SMP.</p> <p>Observational rounds based on the non-negotiables set collaboratively by staff have been implemented. In 2020, the use of growth sprints in K–12 will be reviewed for the next stage of implementation.</p> <p>HSC 40% of students achieving Band 3 or above in HSC courses. What areas do we need to target to achieve this?</p>	<p>Staff meetings</p> <p>Faculty meeting</p> <p>Release for analysis</p>

## Next Steps

The school will have analysed student assessment data (external/ internal) and developed in consultation with students and parents a plan to improve student outcomes. This planning is supported by professional learning and PDP processes that continue to develop skills, linked to the standards. Students are regularly assessed with a link to learning intentions and success criteria. A K–12 focus on Numeracy, narrowing in on the stage 3 and 4 transition points.

Teaching staff from K–12 are comfortable with guidance and evaluation of teaching and learning programs. The delivery of these teaching and learning sequences are carried out and supported in the classroom with colleagues working side by side in the form of team teaching, observations while maintaining consistency of agreed teaching protocols. Teacher are reflective practitioners and are supported to continually evaluate their teaching based on data and evidence.

Professional learning is mapped against the standards and linked directly to the school plan, student needs and PDPs. Professional learning is embraced in all forms including peer to peer, face to face and online. Executive staff complete a leadership initiative to build capacity and increase skills.





## Strategic Direction 2

### Community and Wellbeing

#### Purpose

We provide a community culture of positive, respectful and healthy relationships that promotes wellbeing for all, to ensure optimal conditions for student learning, so that students may connect, succeed, thrive and learn.

#### Improvement Measures

–Improved levels of student wellbeing and engagement evidenced by reduced Sentral data and access of student services

–Increased community consultation and partnerships, informing decision making processes through collaboration, high expectations and sharing information.

#### Overall summary of progress

Student wellbeing continues to be a high priority at Portland Central with the understanding that students require positive student wellbeing in order to engage positively and productively in learning. The valuing of learning and developing resilience has helped to create pathways for success. These have been collaboratively developed through access to outside agencies as Portland Central continues to strengthen and build new connections. The school community continues to be paramount in supporting student success and positive mindset. The home school partnership continues to be vital for our student to connect, succeed and thrive. Portland Central's improved attendance data and reduced learning errors and consistent approach to School Wide Expectations exemplify the success of our focus on wellbeing alongside learning.

#### Progress towards achieving improvement measures

**Process 1:** Implement a whole school and community approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>Numbers of learning errors in Sentral reduced by 20%.</p> <p>Outreach services and external agencies have supported students at PCS. The opportunity for focus around well being and resilience has over the year strengthened the net around the students at PCS. The development of a centre based at PCS continues to be a priority and progress will be reviewed in 2020. School Wide Expectations (SWE) are embedded in most classrooms with new staff implementing with the support from the SWE team. SWE team meets regularly, using data, to inform decision making. The use of levels implemented in the year continues to be successful with students aware of consequences. Rewards and the use of VIVO has been successful in 2019 and will continue in 2020 with students receiving feedback for following school expectations.</p> <p>School to Work acquittal and evaluation is complete</p> <p>NXT7 sessions have been successfully run with students reporting the value of the opportunities given to them. The extra transition sessions for Y6 at PCS will be revisited in 2020 with a focus on retaining Year 6 into Year 7.</p>	<p>Employment of a Youth Worker to support social, emotional, growth mindset and overall well being of our students. Begin to plan and engage JOSS in building renovations for support services. (to be completed after Yarning Circle completed in February)</p>

**Process 2:** Develop an authentic partnership between school and community, where parents are involved and informed in their child's schooling. Build a sense of pride, belonging and positive perception of the school within the school and community.

Evaluation	Funds Expended (Resources)



## Progress towards achieving improvement measures

The need to engage with the community, to develop a positive rapport and links for learning has been a focus throughout the year. Opportunities for parent and carers workshops were provided in Literacy and Numeracy. Parents and carers were invited to many events to showcase the school including Grandparents Day, Help Me be Great and 3 Way Conferences. The attendance has ranged in success and the review of making links to the community continues to be a focus in 2020.

**Process 3:** Implement processes and strategies to provide quality support and resources to all staff to support them in their roles.

Evaluation	Funds Expended (Resources)
In 2019, staff have engaged in many Professional Learning opportunities, individually and as a staff. MAPA training was provided for all staff and feedback was positive and the need for extending the training in 2020 was identified. PL around curriculum, including new curriculum, was offered to staff. The uptake of PL was positive and the reporting back remains a key feature of the success of PL being brought back to school. Instructional leaders offered professional learning around data, evidence and best teaching practice to staff. The use of collaboration and maintaining a focus has been identified as an area to maintain in 2020.	MAPA training SDD

## Next Steps

The school creates an atmosphere that encourages interaction and engagement from all areas of the community to improve student wellbeing. This is completed by establishing school wide systems that promote teaching and learning strategies catering for a range of student learning needs and opportunities. (high impact vis arts, cafe, 3 way conferences duke of Ed)

Utilise community support and external agencies to provide a wrap around approach to student success, providing opportunities for parents and community to access these services. Transition processes are prioritised with authentic connections and learning opportunities at each of the key stages. Buildings and classrooms are maintained and learning environments are established to promote positive interactions with staff, students and community. These connections are crucial to ensure that students have a sense of pride in the school.

Staff enhance the use and application of systems and programs that support student wellbeing and have a direct impact on student learning. Staff will have a range of strategies that they can implement to encourage students to self calm and minimise any disruption. Students will have a consistent application of rewards and consequences that are fair and communicated across all areas of the school community



## Strategic Direction 3

### Leadership

#### Purpose

We have a commitment to a culture of high expectations that results in sustained and measureable whole school improvement, as a result of strong, strategic, accountable and effective leadership.

#### Improvement Measures

–Increased leadership roles for staff

Increased leadership roles for students

Internal and external measures demonstrate continual whole school improvement

#### Overall summary of progress

leadership skills for all levels

Portland Central's leadership team was fluid and flexible with changing principals, instructional leadership and head teacher roles throughout 2019. The core leadership team continued to maintain high expectations and strong goals utilising the framework of the school management plan to ensure all staff and students had opportunities to achieve a year's growth for a year's learning. School wide systems were refined and developed to track sustained and measurable improvement. Capacity building was a priority for all staff as we navigated through changing leadership.

#### Progress towards achieving improvement measures

##### Process 1: Management of systems and Processes

–School leaders collaborate to implement, refine and review administration systems, structures and processes that underpin ongoing school improvement and the professional effectiveness of all school members.

Evaluation	Funds Expended (Resources)
The leadership team in 2019 has been flexible. This has impacted with changing principals, a loss of the K–12 Instructional Leader and Well-being Head Teacher. The on-going school executive continues to strive for the targets set and smooth transition between leaders. Executive have met on a regular basis throughout the year and identified areas for improvement and implementation. In 2020, a consistent team leading will help drive PCS and the SMP in a positive step forward.	Instructional Leader Terms 1–3 RAM

##### Process 2: Educational Leadership

–The Principal and school leadership team model instructional leadership and lead a culture of high expectations and engagement resulting in sustained and measurable whole school improvement. The Principal and school leadership team lead through informed decision making, drawing on consultation and evidence for key decisions.

Evaluation	Funds Expended (Resources)
Executive staff have worked towards building stronger leadership skills. Two executive members have had the opportunity to build capacity as relieving principal. The EAFS IL has built a network of Instructional Leaders in the Bathurst, Orange and Lithgow schools, driving a deeper understanding of data triangulation through accessing PL with CESE support officers which will be followed up in 2020. All executive have been given opportunities to reflect on their leadership styles throughout the year. Secondary head teachers have built networks in VET and taken on new learning with Mathematics head teachers to close a gap created with the loss of our Mathematics	Interventionist K–2 0.4 all year

## Progress towards achieving improvement measures

teacher.

### Process 3: Collaborative leadership

–A whole school culture of leadership exists where staff, students, parents and community members are able to make positive contributions to Portland Central School and the wider community.

Evaluation	Funds Expended (Resources)
The collaborative process between all stakeholders has resulted in growth for all staff and new goals being created for 2020. Staff have been provided with the opportunity to experience new roles in a supported environment. 2020 will offer opportunities for continued growth , especially for our beginning teachers.	Leadership development with DEL 4 days (casuals fro all Exec)

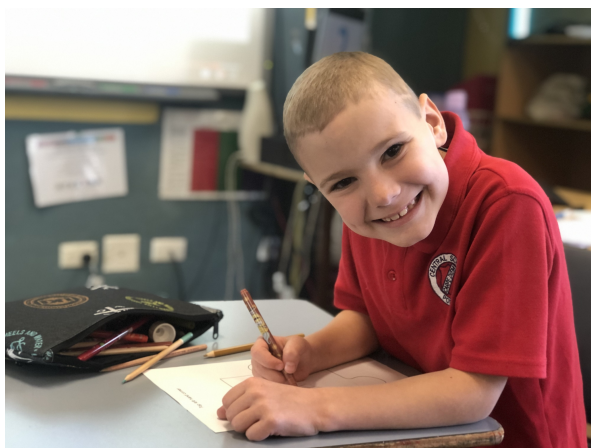
### Next Steps

The executive staff work collaboratively to ensure that the most effective administrative processes are implemented across the whole school. Individual accountability and management of specific areas is distributed to executive and other leadership roles are allocated and supported to build capacity of all staff. Administrative processes in the office are refined and roles and responsibilities identified and communicated.

Opportunities are provided for staff planning on teaching and learning. Observations and PL around the standards become part of the school planning process and are included in all forms of planning. The School excellence framework is used to plan and gather evidence to identify the milestones and resources that are having an impact on student learning. Executive lead professional learning in the school and develop appropriate planning and support for a range of accreditation levels.

Student leadership initiatives are implemented and promoted to increase awareness and aspiration among students. The P&C and parent body take on a defined role to assist with promotion across the area. The transition processes from Pre K– 12 are well planned and provide many opportunities for the school to promote the work happening in the school.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$40,706	Record of usage of the Yarning Circle kept and analysed.  Improved outcome achievement and engagement of ATSI students as evidenced by improved attendance, reduced Sentral and SWE data, positive Tell Them From Me survey data and improved student achievement as per School Literacy and Numeracy Assessment Framework.
<b>Low level adjustment for disability</b>	\$142,556	Adjustments made to student plans as required. All student progress is monitored through data sheets and progressions. At risk students added to appropriate caseloads
<b>Quality Teaching, Successful Students (QTSS)</b>	\$10,672	Teachers were released to work with the Instructional Leader and in teams to develop visible learning focusing on writing and comprehension. Students attended music classes and developed greater confidence through music performances representing our school within the community at both in and out of school events, including Eisteddfods, performances for community groups, including Tabulam Cottage, our Aged Care facility. This confidence has assisted them in progress of literacy and numeracy skills.
<b>Socio-economic background</b>	\$248,462	Explicit teaching, differentiation and literacy and numeracy capabilities are clearly defined in all teaching and learning programs in all KLAS. Student growth is evident in NAPLAN results, PCS Literacy and Numeracy Assessment Framework and progressions for students K-8.
<b>Support for beginning teachers</b>	50868	All eligible beginning teachers receive allocated time and mentor. All beginning teachers participate in a structured induction program and complete relevant PL and support internally and externally.
<b>Early Action for Success</b>	\$65,302	Students below expectations are identified as requiring intervention in 2020



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	98	81	65	59
Girls	80	65	62	47

## Student attendance profile

School				
Year	2016	2017	2018	2019
K	86.9	95.9	91.2	92.9
1	91.1	88.9	92.5	91.1
2	91.7	92.4	88.4	94.7
3	91.8	95.6	91.4	88.9
4	93.1	92.1	89.3	90.9
5	90.4	91.2	87.3	95.5
6	89.2	91.8	92.6	88.4
7	87	91.6	83.6	90.6
8	89.6	85.3	84.6	84.8
9	81.4	87.4	82.4	81.6
10	75.7	77.5	69.1	70.5
11	82.9	70.9	60.4	58.8
12	79.8	83.1	87.6	84.4
All Years	86.7	87.5	84.2	85.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	92.3	92.3	91.5	91

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which



details the management of non-attendance.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	2
Employment	0	1	3
TAFE entry	1	1	1
University Entry	0	0	1
Other	0	0	0
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

85.71% of Year 12 students at Portland Central School undertook vocational education and training in 2019.

### Year 12 students attaining HSC or equivalent vocational education qualification

85.7% of all Year 12 students at Portland Central School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	7.75
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.57
School Administration and Support Staff	5.88
Other Positions	0.1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	536,182
<b>Revenue</b>	2,886,450
Appropriation	2,839,545
Sale of Goods and Services	4,256
Grants and contributions	39,339
Investment income	3,310
<b>Expenses</b>	-3,202,114
Employee related	-2,867,760
Operating expenses	-334,354
<b>Surplus / deficit for the year</b>	-315,664

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	273,013
<b>Equity Total</b>	433,869
Equity - Aboriginal	40,706
Equity - Socio-economic	248,462
Equity - Language	2,145
Equity - Disability	142,556
<b>Base Total</b>	1,743,125
Base - Per Capita	31,212
Base - Location	7,522
Base - Other	1,704,391
<b>Other Total</b>	202,680
<b>Grand Total</b>	2,652,687

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - 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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

## School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



## Parent/caregiver, student, teacher satisfaction

Our school community continued to be strong supporters of all school events with a larger number of visitors in attendance, the most successful being Book Week, Grandparent's Day and Easter Hat Parade. Parents and carers demonstrate a positive and supportive role at Portland Central School. The Parents and Citizens Association are a small and active group working hard to collaboratively support our school to achieve our goals. Our school actively engages in wider community events such as ANZAC Day, The Foundations Markets and The Spring Fair continuing our presence in the community of Portland.

Our staff continue to offer extra curricular opportunities to our students demonstrating their satisfaction with our school and their want for all students to succeed.

All students from Year 4 to Year 12 completed the Tell Them From Me Survey providing valuable feedback to our staff.

School participation in extracurricular activities is strong and above the NSW Govt norm in both Primary and Secondary

The majority of Aboriginal students feel positive about their culture when at school and feel their teachers have a good understanding of their culture

Primary boys are working harder to succeed and are more interested and motivated in their learning than the NSW Govt norm where as in Secondary the girls are more motivated and are intellectually engaged at higher rates than the NSW Govt norm

Primary girls feel they have someone who consistently provide encouragement and can turn to for advice

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.