

2020 Annual Report

Portland Central School



2897

Introduction

The Annual Report for 2020 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.

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School vision

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 2020 our school has an enrolment of 130 students, including 28% 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.



Emily Irving- Agriculture

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
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.

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)
<p>Staff have developed and implemented Numeracy and Literacy Strategies</p> <p>A range of assessment data including NAPLAN, Language Literacy and Numeracy Testing, PAT-R and PAT-M Kindergarten and Year 7 Best Start, Check-in Assessment and formative assessments have been analysed to inform focus areas, planning and student goals to ensure improvement.</p> <p>Professional Learning has been delivered to further develop staff skills and understanding around focus areas including evaluative approaches What Works Best, Visible learning, Super 6 Comprehension and strategies to support students achievement.</p> <p>The Numeracy Spiral Inquiry focussed on number and algebra, specifically the development and recall of basic number skills. Students have demonstrated improved ability in game based activities however transference to more formal questioning continues to be an area of focus.</p>	<p>Staff coordinate plans during release time, at no cost.</p> <p>10 release days - \$5,338.90</p> <p>PAT resources - \$895.45</p> <p>Mathletics - \$4,686.30</p> <p>Professional Learning - \$2,450.00</p>

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)
<p>Staff refer to data walls to track and monitor student progress and inform teaching practice and areas of focus.</p> <p>Teaching staff utilise learning intentions and success criteria as a basis for all lessons and students are aware of the purpose of all learning experiences.</p> <p>Teaching protocols are used successfully to maintain consistency with expectations in classrooms.</p> <p>Teachers monitor student achievement and consistently make adjustments and prioritise support staff allocations to ensure all students are making progress and accessing learning experiences.</p>	<p>Observations - 5 days - \$2,669.45</p> <p>Swivel/ Ipad- \$2,667.54</p> <p>Mentoring/ coaching- 5 days - \$2,669.45</p> <p>Twilight sessions - \$3,332.66</p>

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>The school will continue focussing on sustaining teaching strategies in literacy and numeracy throughout 2021. To improve student learning and then apply across a range of tasks.</p> <p>90% of K-2 students have reached required benchmarks in Literacy & Numeracy.</p> <p>As a result of LaST support that includes 1:1 and small group support, 90% of tier 1 and 2 students have reached benchmark.</p> <p>All HSC students successfully completed a Life Skills HSC.</p> <p>80% of students were successful in achieving the minimum standard in writing, reading and numeracy.</p> <p>The school is working towards meeting the literacy and numeracy premier priorities. As a result of analysis the school has funded a Head Teacher Strategic Support to focus on literacy and numeracy, to meet the premiers priorities</p> <p>Professional Learning closely aligns with School Plan and standards after completing the Australian Institute of Teaching and School Leadership 360 reflection tool evaluation.</p>	<p>Minimum standards tutoring - \$2,669.45</p> <p>Data analysis 5 days - \$2,669.45</p> <p>Professional learning - \$1,274.08</p>



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.

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>The school continued to promote learning opportunities through COVID, 12 students successfully completed their bronze level for the Duke of Edinburgh Leadership Program culminating with an overnight camp in Term 4. The High Potential Art Project included a group of Stage 4 and 5 students who successfully completed a number of projects. Students have successfully run the school cafe with a number of students gaining part time jobs and receiving certification.</p> <p>50% of students have completed a 3 way conference or a mentor program throughout the school.</p> <p>20 students participated in Visual Art lessons provided by a professional external artist (12 week program) and students maintained the school community garden.</p>	<p>Duke of Edinburgh Leadership Program - \$3,500.00</p> <p>Sentral cost - \$1,052.71</p> <p>High Impact mentor 0.1 - \$533.89</p> <p>3 way conferences - 3 days - \$1,600.77</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)
<p>The school has worked closely with external agencies to support student learning. This has included Noffs, Catholic Care, LINC. Programs included connecting to culture, circus skills, 6-7 transition sessions and individual support (counselling).</p> <p>The school implemented very successful transition programs including Paddling Preps, Connect, Transition Done Differently, NXT7. The school ensured a smooth transition where students felt relaxed and engaged. The school worked collaboratively with the preschool and feeder primary schools to share clear information and to develop positive planning processes.</p> <p>The planned support and communication strategies develop as a result of COVID strengthened partnerships with the parents, families and communities.</p> <p>Through consultation the school has evaluated and redesigned the communication strategies and promotion, this has included enrolment packs, school policies, assessment information.</p>	<p>Transition 5 days - \$2669.45</p> <p>Interview Room - \$1,281.78</p> <p>Common Room - \$4,683.03</p> <p>School processes/ policies/ marketing - \$8,188.00</p>

Progress towards achieving improvement measures

The school has implemented a strengthened acknowledgement system that aligns with VIVO and Positive Behaviour for Learning structures in the school. Students are regularly rewarded twice per term, a tiered system of achievement based on our core values and academic plans.

The school has invested funds to update reception, meeting and classrooms to provide a welcoming and positive environment that promotes positive interactions with the community.

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)
Teachers regularly implement strategies to support students including Wellbeing circles that are used from K-12 for a variety of purposes including teaching and learning, school evaluation, school planning and how to develop skills around peer conflict resolutions, recognising strengths and weaknesses in people.	Circle PL - \$1,820.17 Acknowledgement awards - \$5,762.81 CANVA - \$120
The school uses organisational systems including Sentral, VIVO and Yondr to support school wellbeing and ensure that student learning is a priority.	VIVO - \$1,312.13 Yondr pouches - \$3,047.63



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

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)
Throughout the year the school was faced with many challenges including management of the COVID-19 Pandemic. School executive met these challenges by engaging with the community ensuring that communication processes were clear and concise. The school executive implemented a number of policies related to teaching and learning in an online environment. This was completed by working closely with teaching staff to build capacity and provide support. The school executive were also able to renegotiate roles and responsibilities of key staff roles across the school.	First Aid Officer training - \$2,360.84 HT/ Principal networks PL - \$3,026.50

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)
The executive presented professional learning to staff in a number of forms including whole staff and faculty professional learning sessions. The professional learning focus was on literacy and numeracy across the K-12 setting. This included a significant analysis of student learning data to identify school directions over the next 4 years. The school provided opportunities for staff to work collaboratively on teaching and learning programs including assessment. The school has implemented team teaching and observations as part of the performance development process.	Twilight session on planning and SEF - \$3,400.00

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 school committed to implementing a transition program during the	Student leadership forum/ conference

Progress towards achieving improvement measures

COVID-19 Pandemic. This was completed through careful planning and communication with feeder schools and child care. This included teachers visiting schools and presenting lessons from a number of key learning areas. Students in the primary and secondary also had opportunities to visit the school when restrictions were lifted. Student leadership has continued to be a focus with a record number of student nominating for the role of captain in the primary school. Student voice will continue to be focus as we move towards the next planning cycle.

- \$136.36
Transition support 10-11- 3 days - \$1,601.67



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$48671.00	Aboriginal education remains a priority across the school. The equity funding in 2020 allowed for improved attendance and achievement of our indigenous students. Aboriginal students were effectively supported in both literacy and numeracy growth and in building a strong cultural identity. All Aboriginal students have a Personalised Learning Plan that is negotiated and updated annually. A number of initiatives have been implemented as part of the focus on cultural identity. Students have taken part in the Deadly Dreaming Program, Wiradjuri language classes and cultural immersion experiences. An Aboriginal teacher has mentored indigenous students providing in-class support, individual coaching sessions, linking with external support agencies and also worked with students on assessment tasks and learning plans.
Low level adjustment for disability	\$141,100	Student learning is continually assessed to identify progress and areas requiring further support. There has been a focus on literacy and numeracy improvement as part of the whole school direction. Teaching staff work closely together to develop consistency in the classroom. This strategy is also supported by providing team teaching opportunities and small group instruction.
Quality Teaching, Successful Students (QTSS)	\$8,751.00	Students engage in specialised music lessons including percussion, guitar, ukulele and recorder to perform for our local community and eisteddfods when accessible. Students also improve focus, memory recall and numeracy skills with clear links made to Mathematics.
Socio-economic background	\$227,005	The school used additional equity funding to employ a Learning and Support Teacher to work with small groups across the K-12 setting. Focus areas were identified in learning support meetings and included literacy, numeracy, social skilling, behavioural support and differentiation. A Student Learning Support Officer was employed to support students in the classroom and assist with the implementation of teaching and learning programs. A Mathematics teacher was employed 1 day per week to assist with the numeracy focus across the school and to support staff in Secondary.
Support for beginning teachers	\$27,810.00	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.
Early Action for Success	\$66,934.00	Our Instructional Leader works closely with staff to ensure the progress of all students. Data is effectively monitored and analysed with students below expectation accessing individualised intervention and class supports to ensure growth. Professional Learning is a

Early Action for Success	\$66,934.00	constant focus with the Instructional Leader leading further skill development for teachers and support staff to meet school directions and student needs.
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	81	65	59	69
Girls	65	62	47	61

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.9	91.2	92.9	92.2
1	88.9	92.5	91.1	92.1
2	92.4	88.4	94.7	90.7
3	95.6	91.4	88.9	94.4
4	92.1	89.3	90.9	89.2
5	91.2	87.3	95.5	87.6
6	91.8	92.6	88.4	95.3
7	91.6	83.6	90.6	89.3
8	85.3	84.6	84.8	82
9	87.4	82.4	81.6	85.6
10	77.5	69.1	70.5	84.2
11	70.9	60.4	58.8	63.7
12	83.1	87.6	84.4	97.9
All Years	87.5	84.2	85.9	86.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	92.3	91.5	91	91.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	3	2
Employment	1	1	1
TAFE entry	0	1	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

100.00% of Year 12 students at Portland Central School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Portland Central School expected to complete Year 12 in 2020 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)	8.63
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	220,518
Revenue	3,426,626
Appropriation	3,395,897
Sale of Goods and Services	8,592
Grants and contributions	21,309
Investment income	828
Expenses	-3,598,677
Employee related	-3,243,850
Operating expenses	-354,827
Surplus / deficit for the year	-172,051
Closing Balance	48,467

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.

	2020 Approved SBA (\$)
Targeted Total	225,349
Equity Total	417,323
Equity - Aboriginal	48,671
Equity - Socio-economic	227,005
Equity - Language	547
Equity - Disability	141,100
Base Total	2,129,155
Base - Per Capita	26,321
Base - Location	6,770
Base - Other	2,096,064
Other Total	197,691
Grand Total	2,969,518

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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

Students - TTFM in the areas of Advocacy and Sense of belonging are higher than Similar School Groups (SSG) and on state average however expectations for success is below both state and SSG. Quadrant section indicated that the school has high advocacy and low expectations when looking at 11% compared to 3% State and 4% SSG. TTFM data indicated that student participation in extracurricular activities was higher than state. 54% of Aboriginal students either agree or strongly agree that they feel good about their culture and 70% of students felt that teachers understand their culture. After a revision of the school anti-bullying policy 77% of students know where to seek help if they are being bullied.

Teachers - All professional learning activities were evaluated with very positive feedback. Staff movement was reduced over the 2020 school year and there was a reduction in the number of days staff were out of the school, providing more consistency for students.

Parent/Care Giver - communication throughout the COVID pandemic enabled continued positive relationships with the school. Towards the end of the year, the school was able to host a number of parent focus groups that provided positive feedback about the school. The school modified their reporting process last year to cater for the COVID Pandemic.





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.

