

2022 Annual Report

Portland Central School



2897

Introduction

The Annual Report for 2022 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 Strategic Improvement 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 aims to provide all students from Kindergarten to Year 12 with learning experiences created with careful consideration of individual learning needs. We use evidence-based approaches to design quality learning, assessment and reporting processes to regularly monitor student learning needs. Students are supported as part of a culture of high expectations of students, staff and the educational community.

School context

Portland Central School is located in the town of Portland NSW and is part of the Lithgow Network of Schools. The school has 130 students enrolled with approximately 27% of the students identifying as Aboriginal and Torres Strait Islanders (ATSI). The majority of students transitioning to Kindergarten live in Portland, while the Secondary has the majority of students attending from Wallerawang and Portland. In addition to a Secondary Support Class, the school established a Primary Support Class at the beginning of 2021.

The school employs 24 teaching staff in varying capacities. There are 6 executive, including the Principal, 3 Head Teachers, 1 Assistant Principal, an Instructional Leader employed as part of the Early Action for Success strategy, and we have a School Counsellor 1.5 days per week. The school employs 3 Student Learning Support Officers resourced from integration funding, and currently has 6 School Administrative Staff. The school has a number of partnerships with external agencies including Noffs, Headspace, Catholic Care, LINC and the Department of Communities and Justice to support student learning and wellbeing needs.

As a result of the situational analysis and consultation that included feedback from staff, students and community groups, the school has prioritised the following focus over the next 4 year cycle.

Student growth and attainment:

- Using data for impact.
- Precision teaching.

Assessment processes and professional practice:

- Assessment and feedback.
- Professional Engagement.

Culture of high expectations:

- Promote a positive culture.
- Community.

To meet individual student performance targets, the school will develop a whole-school literacy and numeracy strategy to target student learning on an individualised basis. Student assessment data will be tracked through the use of targeted intervention and learning goals. Tailored whole-school literacy and numeracy teaching strategies will be implemented consistently in the classroom with the support of the Executive and Instructional Leader.

Assessment of student progress will be supported through ongoing analysis of data to inform teaching and intervention. Staff will be confident in the use of analysing student data and the implications when creating teaching and learning programs. Teachers will use formative assessment to identify progress. Student work samples and exemplars will assist in writing success criteria for students. Teachers will implement effective feedback processes including self-assessment and student feedback.

A main focus will be to provide consistent implementation of curriculum and to stabilise teaching staff through a consistent application of school-planning priorities. The use of equity funds to appoint a Head Teacher Strategic Support aims to ensure that learning and assessment is streamlined across the K-12 setting. Executive staff will support teaching and learning to ensure that teachers are well prepared to deliver curriculum, prioritising differentiation across every transition point. The school will identify and provide opportunities for students to access a range of resources to ensure they have access to meet their learning needs and to build aspirations and high expectations..

We are focused on strategic professional learning to develop professional practice. We promote evaluative approaches to identify and assess progress towards agreed goals. We seek input from a range of community sources and are responsive to community feedback, working closely with stakeholders to ensure equity concerns are addressed.

The school will strengthen the School Wide Expectations by building staff capacity around effective classroom processes that include the use of learning intentions/success criteria, effective formative and summative assessment strategies and feedback processes. The school will promote student achievement as part of their acknowledgement practice on

personal best, sustained application and student attendance. Effective use of student data will be evaluated to provide Tier 2 intervention for students requiring additional support in the classroom.

We will develop a strong foundation for engagement by providing opportunities for students to participate actively in physical education, promoting fair play and positive interactions, and students will regularly represent the school in sporting teams and have opportunities to succeed in representative sporting fixtures - including State. Whole-school sporting events will be promoted and coordinated with the goal that all students participate. Leadership opportunities will be provided and encouraged as part of the student leadership program in the school.

We value Aboriginal culture and will build strong community links, engaging with Aboriginal Elders and drawing on the knowledge of the local AECG. The school will implement strategies to build high-expectation relationships and ensure that all staff understand the importance of Aboriginal culture and history. We will develop a strong understanding of the Partnership Agreement and use professional learning to build staff knowledge to improve outcomes for Aboriginal students.

Our aim is to build on community partnerships by promoting Portland Central School opportunities throughout the community by maintaining clear and consistent messaging, ensuring that parents and carers are part of the learning process and are invested in what we are trying to achieve as a school. This will be achieved by hosting focus groups, providing information sessions, seeking feedback on school processes and engaging with business partnerships and other organisations. The school will be positive and responsive to community needs identified through the feedback process.



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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

There is a whole-school approach to explicit and systematic instruction of reading and numeracy, based on evidence and research.

Data is used to identify individual learning needs for all students, leading to mastery of the skills necessary to improve performance and access all areas of the curriculum.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Using data for impact
- Precision teaching

Resources allocated to this strategic direction

Socio-economic background: \$147,508.17

Integration funding support: \$112,665.00

Low level adjustment for disability: \$140,959.09

AP Curriculum & Instruction: \$90,342.60

Professional learning: \$1,633.53

English language proficiency: \$2,400.00

QTSS release: \$14,365.13

Aboriginal background: \$27,921.00

Summary of progress

Using Data for Impact: Our focus for 2022 was to increase teachers skills, knowledge and understanding of effective analysis and use of data to formulate effective learning goals for students in literacy and numeracy. In order to achieve a school wide, collective responsibility for student learning and success, individual learning plans for every student were created collaboratively with student, parent/carers and teacher through the SPT process. Completing all student plans and SPT interviews was a lengthy process, however, it resulted in building strong relationships with parents. All goals were co-constructed increasing student ownership and leading to higher degrees of growth. Semester 2 SPT interviews were not conducted due to external factor such as limited casual for class cover, however, teachers were able to use data walls to modify goals where appropriate and were recorded in Sentral ILP and PLP. In order to demonstrate the value and importance of SPT goals, K-6 reports were modified to include comments on goal progress and achievement. The collection and collaborative analysis of assessment data to identify narrow and deep teaching points to guide planning and explicit teaching will continue to be a priority for 2023.

Our next steps:

- Primary teachers will continue to be responsible for creating ILP/PLP for all students, however, Secondary will focus on key cohorts such as Indigenous students and Yr 12 academic review meetings.
- Embed data meeting practices as a means to collaboratively analyse, interpret and use data to inform practice.
- Widen data sources used for analysis, such as TTFM student and teacher data to tailor activities which achieve impact.
- Using community focus groups as a means of gathering targeted data for improvement.

Precision Teaching: Our goal for 2022 was to boost student performance in Reading Comprehension through explicit teaching of vocabulary and reading comprehension strategies in all classrooms and through tutoring. Our focus was also to boost student performance in Numeracy through classroom teaching and tutoring. Staff have had numerous PL sessions focusing on the Super Six reading comprehension strategies, differentiation, the explicit teaching of vocabulary and using text structure and features to enhance comprehension. As a result of targeted teaching strategies for reading and vocabulary sprints, positive results were achieved for reading and vocabulary. Targeted tutoring occurred, also achieving positive results in reading comprehension through the DEC Quick Assessments. Writing and numeracy are the identified focuses for 2022, while teachers continue to hone their precision teaching skills in reading comprehension and vocabulary.

Our next steps:

- Continue to embed literacy and numeracy strategies developed and presented to staff through professional learning activities.
- Continue to tutor students in their identified areas of need.

- Focus on building the capacity of teachers to explicitly teach Writing skills in 2023.
- Provide opportunities for instructional leadership and observation techniques when implementing explicit teaching strategies.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Improvement in the percentage of students achieving in the top 2 NAPLAN bands in Reading.</p> <p>A minimum lower band target being achieved:</p> <p>Primary 31.5%</p>	<p>Improvement in the percentage of students in the top 2 bands to be above the school's system-negotiated target in Reading is yet to be seen in the lower-bound targets.</p>
<p>Improvement in the percentage of students achieving in the top 2 NAPLAN bands in Reading.</p> <p>A minimum lower band target being achieved:</p> <p>Secondary 23%</p>	<p>Improvement in the percentage of students in the top 2 bands to be above the school's system-negotiated target in Reading is yet to be seen in the lower-bound targets.</p>
<p>Improvement in the percentage of students achieving in the top 2 NAPLAN bands in Numeracy.</p> <p>A minimum lower band target being achieved:</p> <p>Primary 21.8%</p>	<p>Improvement in the percentage of students in the top 2 bands to be above the school's system-negotiated target in Numeracy is yet to be seen in the lower-bound targets.</p>
<p>Improvement in the percentage of students achieving in the top 2 NAPLAN bands in Numeracy.</p> <p>A minimum lower band target being achieved:</p> <p>Secondary 23%</p>	<p>Improvement in the percentage of students in the top 2 bands to be above the school's system-negotiated target in Numeracy is yet to be seen in the lower-bound targets.</p>
<p>Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in Reading to 18%.</p>	<p>Increased the percentage of Aboriginal students achieving top 3 NAPLAN bands in Reading</p>
<p>Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in Numeracy to 18%.</p>	<p>Increased the percentage of Aboriginal students achieving top 3 NAPLAN bands in Numeracy</p>
<p>Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above 60%.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 NAPLAN.</p>
<p>Improvement in the percentage of students achieving expected growth in NAPLAN reading to be at or above 60%.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 NAPLAN.</p>
<p>Improvement in the percentage of students achieving expected growth in</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 NAPLAN.</p>

NAPLAN Numeracy to be above 60%.	
Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be above 60%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 NAPLAN.
All students achieve the HSC Minimum Standard by the end of Year 10.	<p>HSC Minimum Standards</p> <p>Numeracy. All students who attempted the tests achieved Minimum Standards.</p> <p>Reading. All students achieved minimum Standards who sat the assessment</p> <p>Writing. All students achieved their Minimum Standards who attempted the assessment</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>In the Learning Domain - Wellbeing (trending towards Excelling).</p> <p>In the Teaching Domain - Effective Classroom Practice (Sustaining and growing).</p> <p>In the Teaching Domain - Data skills and use (Sustaining and growing).</p>	<p>Whole staff SEF self assessment completed in December Term 4 2022 indicated the following:</p> <ul style="list-style-type: none"> • Learning Domain: Wellbeing (Sustaining and growing) • Teaching Domain: Effective Classroom Practice (Sustaining and growing) • Teaching Domain: Data skills and use (Sustaining and growing)



Strategic Direction 2: Assessment processes and professional practice

Purpose

Build capacity of staff through professional learning, collaboration and mentoring to implement effective teaching and learning programs with a focus on assessment practice and feedback.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Assessment and Feedback
- Professional engagement

Resources allocated to this strategic direction

Per capita: \$44,082.51

Professional learning: \$25,177.27

Socio-economic background: \$104,356.08

Summary of progress

Assessment and Feedback: Our focus for 2022 was to improve evaluate and improve assessment processes in the school including formative and summative practices and ensure that assessment of learning is holistic. We had a focus on consistency in teacher judgement and engaged staff in assessment moderation activities to increase teachers skills, knowledge and understanding of effective assessment. Our school assessment and policy has been reviewed and updated to reflect our focus on formative assessment and we will continue to refine the use of formative assessment and consistent teacher judgement when assessing student performance against the outcomes. Teachers use assessment to evaluate the impact of their teaching on learning through a process of gathering, analysing and reflecting on evidence. Formative and summative assessment are an integral aspect of teaching and learning, for both teachers and students.

Next steps:

- Embedding formative assessment into lesson plans and utilising formative assessment to in reporting.
- Improving teacher capacity in writing effective assessment tasks.
- Reviewing and refining our student reporting process.

Professional Engagement: The school has a strategic K-12 school professional learning plan with specific areas planned at key points throughout the year. The school has produced a staff handbook that includes key information for beginning teachers and new staff. Roles and responsibilities are clearly outlined to ensure consistency of practice and improved communication. Teacher observations have been implemented across the school to inform school priorities and actions that assist with school evaluative processes. There is a shared understanding and responsibility for student improvement, with the PDP process clearly supporting teacher growth and development, aligned to reading and numeracy.

Next Steps:

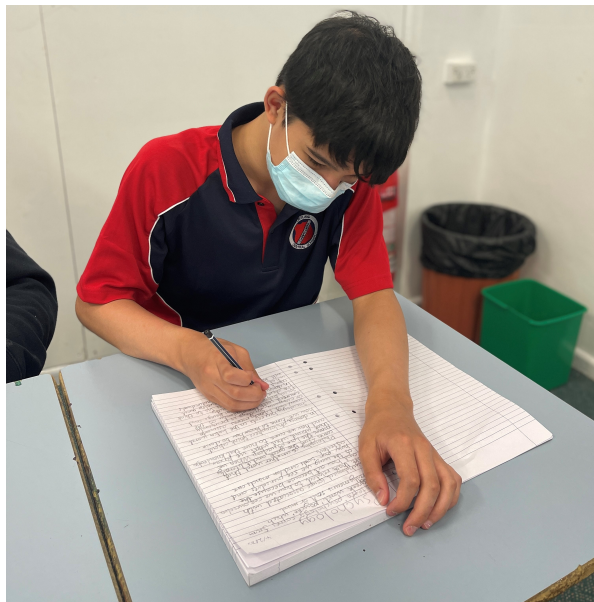
- During the next phase the school will prioritise the implementation of school of the new curriculum K-2 2023 and 3-12 2024.
- The school will continue to build on existing processes to support beginning and new teaching staff as a HUB school.
- Embed the use of the Australian Professional Teaching Standards to identify Lead and Highly Accomplished goals for staff in professional learning and leadership opportunities across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Formative assessment practices are embedded into classroom teaching	Review of teaching programs and observations indicate that formative assessment practices are embedded into classroom teaching practices by

practices by 80% staff.	80% of staff.
Teachers recognise and understand the Australian Professional Teaching Standards (5.1.3) in the area of assessment for, of and as learning, have assessed their progress towards the standards and set goals personal goals for improvement.	Teachers have been assessed, through the PDP process, to be working at proficient in the area of assessment for, of and as learning against the Australian Professional Teaching Standards.
Improvement as measured by the School Excellence Framework: In the Learning Domain: Assessment (Sustaining and growing) In the Teaching Domain: Professional Standards (Sustaining and growing) In the Teaching Domain: Learning and Development (Sustaining and growing)	Whole staff SEF self assessment completed in December Term 4 2022 indicated the following: <ul style="list-style-type: none"> • Learning Domain: Assessment (Sustaining and growing) • Teaching Domain: Professional Standards (Sustaining and growing) • Teaching Domain: Learning and Development (Sustaining and growing)
Assessment moderation processes are developed across K-12 to ensure consistent and effective feedback against all syllabus.	Initiatives including Rural Learning Exchange and implementation of new curriculum (K-2) have provided opportunity for further development of assessment moderation across K-12
First group of staff engaging in HALT accreditation have successfully submitted applications for higher accreditation.	With the introduction of the new module approach to accreditation the teaching staff are reassessing approaches to submission.



Strategic Direction 3: Culture of high expectations

Purpose

Establish a consistent whole-school approach to promote a culture of high expectations by working closely with community to build aspirational goals for students and provide a range of opportunities to support students to achieve their personal best.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Promote a positive culture
- Community

Resources allocated to this strategic direction

Professional learning: \$3,534.00

Socio-economic background: \$110,000.00

Location: \$9,967.46

Integration funding support: \$140,000.00

: \$1,500.00

Aboriginal background: \$36,967.29

Summary of progress

Promote a positive culture- An attendance strategy was developed and implemented, with a focus on period by period attendance for Year 12 students. Attendance reports were emailed to parents outlining the number of period that students attended per week. This approach and the focused work of the Learning and Support Team enabled an increase in student attendance when viewed on a period attendance basis.

The IFS/SC strategy resulted in the appointment of a teacher who case managed students who received IFS funding or were in the ISC. This staff member received Professional Learning to build their capacity in the provision and communication of supports for student learning and communication between relevant stakeholder. This ensured that students were receiving the support required for effective learning.

The familiarisation process for the school behaviour strategy began in Term 1 2022. The Executive team and teaching staff engaged in professional learning and reviewed school policy and practice to reflect the requirements of the Inclusive, Engaging and Respectful School policies. This ensured that the school community was prepared for the changes that occurred as a result of the IER policy- leading to better support for students with behavioural needs.

Next steps:

- Attendance- In 2023 this will be extended to include Year 11 students. In addition to this, the reporting of communication will be improved through a focus on engaging parents with the Sentral Parent Portal.
- Support processes- In 2023 the school has established an additional support class to support many of these students and a ISC/IFS teacher has been appointed to ensure a continuation of this process.
- Wellbeing structures- In 2023 the school will continue to adopt the process outlined in the IER and implement Berry Street initiatives across the school.

Community

Strong connections were developed with University of New South Wales and University of Western Sydney through STEAMworks at The Foundations and The Transformation Hub in Lithgow which provided real connections with the community and highly engaging purposeful STEAM based activities for students. Positive student feedback demonstrated an increased interest in science based activities and curriculum. 60% of students achieved above State Average in Year 6 Valid 2022 demonstrating the transference of knowledge and engagement to the curriculum.

Our high percentage of Aboriginal and Torres Strait Islander students (almost 40%) have been supported K-12 to develop their sense of connection and belonging through a wide variety of experiences and opportunities provided by local elders and community members. This has resulted in increasing knowledgeable and confident students with many actively seeking leadership opportunities in 2023.

Staff engaged in Professional Learning to deepen the knowledge and understanding of Aboriginal Histories and Culture and building confidence and skill to embed meaningful cultural experiences within curriculum delivery. We continue to

have strong connections with our local AECG and are actively involved in their meetings.

Students started to develop their Citizen Science knowledge and skills as part of the Turtle Project engaging in hands on research of the identified wetland, observations, saving a number of turtles and tracking data using the TurtleSat App.

Next steps:

- Connections with Universities to continue and links with other programs and opportunities to be developed to enhance student skills, interest and achievement in the area of STEAM.
- Opportunities for our Aboriginal and Torres Strait Islander students are planned to be extended during 2023 through accessing local elders and community members including Jordan Boney, Peter Swain and Jo Clancy to support the delivery of Sistaspeak, dance workshops, learning language, fortnightly cultural experiences, connection on Country and leadership opportunities.
- Focus on developing strong connections with our Aboriginal and Torres Strait Islander families where they feel valued contributors of our school community and actively participate in our school planning through focus groups.
- Planned continuation with The Turtle Project including the care and monitoring of our own eastern long neck turtle and the development of hands on curriculum experiences .

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Tell Them From Me Survey shows an increase in the number of students reporting advocacy, expectations of success and feeling a sense of belonging at school to be at or above the SSSG positive percentage.	Achieved the increase in the number of students reporting advocacy at school to be at or above the SSSG positive percentage.
Increase the number of students attending school 90% of the time to the lower bound target Primary 66.2%	Increase in the number of students attending school 90% of the time to lower bound target is yet to be seen.
Increase the number of students attending school 90% of the time to the lower bound target Secondary 50.2%	Increase in the number of students attending school 90% of the time to lower bound target is yet to be seen.
Increase the proportion of students achieving the HSC to 50% of the Yr 11 cohort beginning Stage 6.	Increase was achieved for HSC students that started in the Year 11 HSC cohort
Increase the number of Aboriginal students attaining the HSC to 50% of cohort whilst maintaining their cultural identity	The number of Aboriginal students attaining the HSC while maintaining their cultural identity was 100% in the 2022 HSC school year.
Achieving delivering across all areas of the State Sports Unit Sport and Physical Activity: School Health Check	The school has achieved Working towards delivering and Delivering for the School Health Check.
Improvement as measured by the School Excellence Framework: In the Learning Domain: Learning Culture (Sustaining and growing) In the Leading Domain: Educational Leadership (Sustaining and growing)	Whole staff SEF self assessment completed in December Term 4 2022 indicated the following: <ul style="list-style-type: none"> • Learning Domain: Learning Culture (Sustaining and growing). • Learning Domain: Educational Leadership (Sustaining and growing).

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$252,665.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Portland Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Using data for impact • Precision teaching • Promote a positive culture • Community <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around on numeracy • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) including Student Parent Teacher meetings held twice per year for all students K-12. • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • To employ a teaching staff member in an IFS Support Role to ensure that students are supported across classes and plans are developed to communicate specific learning needs with all staff. <p>The allocation of this funding has resulted in the following impact: Students with identified additional learning needs receiving support to be able to access the learning on the same basis as their peers through differentiation strategies. This has assisted students to continue to improve their educational outcomes and to develop identified skills. All students are progressing towards their goals identified in their ILP/PLPs.</p> <p>After evaluation, the next steps to support our students will be: Provide students with differentiated strategies in the classroom to cater for learning needs and emotional, regulation strategies. Staff professional learning to implement specific strategies for students in the classroom. Student Learning Support Officers and Learning and Support Teachers provide support for students in the classroom.</p>
<p>Socio-economic background</p> <p>\$361,864.25</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Portland Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Using data for impact • Precision teaching • Professional engagement • Promote a positive culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • employment of additional staff to support school policy implementation. • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: The provision of staff to support the Literacy strategy and students with</p>

<p>Socio-economic background</p> <p>\$361,864.25</p>	<p>specialised learning needs and the professional learning of teachers to build their capacity to teach numeracy, reading comprehension and vocabulary skills in all classes. Student engagement and retention has been fostered by engaging with numerous external providers including indigenous organisations, mental health services, Trade services, university and TAFE. This funding has also supported students needing economic support to meet educational outcomes. Funding has also been used to successfully engage students in extra-curricular activities.</p> <p>After evaluation, the next steps to support our students will be: Continued support of student achievement through professional development of staff to build their capacity to improve student outcomes in Literacy and Numeracy. Continue focus on developing effective wellbeing structures across K-12 with an emphasis on student attendance, ongoing implementation of behaviour strategy. Continue the employment of staff who support students with learning needs. Further engagement with extra-curricular activities, community and external providers will be pursued.</p>
<p>Aboriginal background</p> <p>\$64,888.29</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Portland Central School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Precision teaching • Community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students - HT Strategic Support • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Aboriginal and Torres Strait Islander students were provided with meaningful and authentic cultural experiences with experienced Indigenous mentors. Students participated in stories and history, art, dance, didgeridoo making, Traditional Indigenous Games and went on Country to a site of cultural significance. As a result students felt more connected to culture and their heritage, as well as more connected to the school as a culturally safe and welcoming space.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide authentic cultural experiences, extend the Indigenous Leadership Group; invite parents and community members to be involved in cultural events and to be consultants for Aboriginal Education and culture in the school as per the Reconciliation Action Plan. Continue to extend teacher knowledge of Aboriginal Histories and Culture and to build their capacity to make strong personal connections with the Indigenous students in their classrooms to further engage our Indigenous students in learning and achieving.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Portland Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<ul style="list-style-type: none"> • Precision teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact: Students are participating confidently in intervention sessions and have shown improvement in articulating ideas and vocabulary development as a result of the collaborative nature of support based on quality discussions.</p> <p>After evaluation, the next steps to support our students will be: To continue to support students with vocabulary development and based on student assessment data intervention will target ability to apply this knowledge to improve writing. Support will focus on developing correct use of articles, sentence structure and cohesion of overall texts using explicit, evidence informed practices..</p>
<p>Low level adjustment for disability</p> <p>\$140,959.09</p>	<p>Low level adjustment for disability equity loading provides support for students at Portland Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Using data for impact • Precision teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • New curriculum implementation • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. Head Teacher Strategic Support English unit • employment of LaST and interventionist teacher to support students in the classroom and small groups <p>The allocation of this funding has resulted in the following impact: Students accessing regular outcomes with support from the Learning and Support Teacher and Learning Support Officer. Learning accommodations and adjustments have been implemented to support students. Students have received individual tutoring and support resulting in growth in external and internal assessment measures.</p> <p>After evaluation, the next steps to support our students will be: Continued employment of Learning and Support Teacher and Learning and support officers to provide interventions and case manage students. Small group K-12 focus and 1:1 tutoring will be a focus in Mathematics and English.</p>
<p>Location</p> <p>\$9,967.46</p>	<p>The location funding allocation is provided to Portland Central School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Promote a positive culture <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses

<p>Location</p> <p>\$9,967.46</p>	<ul style="list-style-type: none"> • student assistance to support excursions • technology resources to increase student engagement • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: Students have had access to a range of educational opportunities in and around Portland to promote contextual learning experiences. All students have access to technology including lap tops, Desktops and I pads. As a result online learning and planning opportunities have been implemented for students K-12.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide students with access to opportunities and excursions on the same level as everyone else. Promote positive partnerships with external services to provide support for students.</p>
<p>Professional learning</p> <p>\$30,344.80</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Portland Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Using data for impact • Assessment and Feedback • Professional engagement • Promote a positive culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Stage 6 teachers have participated in HSC modules throughout 2022 • All staff have completed the first 2 Days of Berry Street training for trauma informed practice • Executive and staff participated in high impact school leadership training that happened across the school over 2 terms. • Leadership opportunities for staff including mentoring Principal induction, middle leadership programs. • New Curriculum K-2 resourcing and professional learning though out the year. <p>The allocation of this funding has resulted in the following impact: improved HSC compliance and work around specific stage 6 strategies for beginning and experienced staff. Ready to learn, Circles and brain breaks have been implemented across the school to provide support structures and improve student outcomes. High impact school leadership had 2 programs that improved numeracy strategies in the primary and attendance approach K-12. Throughout the year the school effectively built executive capacity, feedback through PDP has indicated improved knowledge in current leadership research and practice.</p> <p>After evaluation, the next steps to support our students will be: Berry street approach will continue to be a focus across the school K-12. Literacy and numeracy strategies developed with a focus on writing. New curriculum will be continue to be a focus for staff with the Mathematics and English in 2024 and additional electives. With increasing executive staff there will be a need to increase leadership development.</p>
<p>QTSS release</p> <p>\$14,365.13</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Portland Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Precision teaching

<p>QTSS release</p> <p>\$14,365.13</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: Working collaboratively with teachers to improve and develop their knowledge and understanding of phonemic awareness and explicit phonics instruction supported by the use of decodable texts.</p> <p>After evaluation, the next steps to support our students will be: Structuring release timetables to allow multiple teachers to be released together to support collaboration and reflective practices around the implementation of the new K-2 curriculum and supporting the development of quality evidence based practices in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$132,161.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: The target group, Year 9, saw improvement in their Numeracy results. NAPLAN data revealed that no students were Below Minimum Standards in Numeracy, a significant increase from the Check-in assessment results from Term 4 of the previous year. Students showed improvement in Reading - 31 % of students progressed from below the Minimum to Above. Students were also supported in obtaining the HSC Minimum Standards in Numeracy and Writing. All students passed the Minimum Standards in all 3 Domains,</p> <p>After evaluation, the next steps to support our students will be: Students who have been identified as needing extra support in Numeracy from Years 7 to 10 have been allocated a tutor. Students who were identified as needing extra support in Writing were provided tutoring before NAPLAN commenced in Term 1 Week 8. For the remainder of 2023, Covid tutoring will continue to focus on supporting students in Numeracy as well as Year 10 students who need support for the HSC Minimum Standards.</p>
<p>AP Curriculum & Instruction</p> <p>\$90,342.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Using data for impact • Precision teaching <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • The Assistant Principal, Curriculum and Instruction maintains an explicit focus on the leadership of effective, evidence informed literacy and numeracy teaching and assessment practices for improved student learning

outcomes across the curriculum.

- Collaborating effectively with K-6 staff to collect, analyse and use data to support the learning needs of students in literacy and numeracy through the development of targeted student learning goals
- Delivering high impact professional learning to K-6 staff to support the achievement of literacy and numeracy priorities outlined in the School Improvement Plan. Continually developing the capacity of K-6 staff to provide quality teaching to increase student outcome achievement

The allocation of this funding has resulted in the following impact:

In 2022, the APC&I supported staff to implement evidence informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers to improve their skills and knowledge in the areas of reading comprehension, vocabulary and the use of anchor charts and formative assessment in Mathematics.

The APC&I has been responsible for facilitating the implementation of the new K- 2 curriculum. During the engage phase K-6 staff have collaboratively participated in quality, evidence based professional learning, including engaging with the research tool kits on the Universal Resource Hub, accessing the Department of Education micro learning modules in English and Mathematics. K-6 staff have devoted time to understand the intent of the syllabus, examine the research behind changes to the curriculum and build their knowledge and expertise around evidenced based instruction. K-6 teachers have reflected on their practice and are more confident to implement the curriculum reform changes in 2023.

After evaluation, the next steps to support our students will be:

Continuing to engage with evidence based professional learning to support K-6 teachers to successfully implement the new curriculum. Staff will engage with the Becoming Mathematicians Number Talks and Number Sense Routines and Big Ideas to Start Strong K-6 professional learning courses to increase their repertoire of effective strategies and build their knowledge and understanding of teaching mathematics through the connectionist approach of the big ideas. Supporting teachers to include these strategies into their teaching practice through planning and team teaching opportunities.

Time will be embedded in the timetable to support effective collaboration of staff to reflect on the implementation of the new curriculum and regularly evaluate student data in order to strengthen the data meeting practice at Portland Central School.



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	59	69	77	82
Girls	47	61	88	96

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.9	92.2	85.0	86.8
1	91.1	92.1	85.8	68.4
2	94.7	90.7	84.3	86.4
3	88.9	94.4	88.0	91.0
4	90.9	89.2	85.0	85.3
5	95.5	87.6	89.2	87.6
6	88.4	95.3	87.8	77.4
7	90.6	89.3	87.2	73.4
8	84.8	82.0	85.3	87.0
9	81.6	85.6	83.6	79.8
10	70.5	84.2	72.0	76.4
11	58.8	63.7	60.1	68.2
12	84.4	97.9	79.2	62.2
All Years	85.9	86.2	82.4	78.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	91.0	91.1	89.8	85.1

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	0	2
TAFE entry	0	0	2
University Entry	0	0	2
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

88.89% of Year 12 students at Portland Central School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

44.4% of all Year 12 students at Portland Central School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1.6
Head Teacher(s)	2
Classroom Teacher(s)	13.22
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.57
School Administration and Support Staff	8.89
Other Positions	0.2

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	74,465
Revenue	4,474,007
Appropriation	4,407,600
Sale of Goods and Services	9,104
Grants and contributions	58,569
Investment income	1,224
Other revenue	-2,489
Expenses	-4,280,331
Employee related	-3,804,989
Operating expenses	-475,343
Surplus / deficit for the year	193,676
Closing Balance	268,140

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.

	2022 SBAR Adjustments (\$)
Targeted Total	252,665
Equity Total	570,112
Equity - Aboriginal	64,888
Equity - Socio-economic	361,864
Equity - Language	2,400
Equity - Disability	140,959
Base Total	2,976,307
Base - Per Capita	44,083
Base - Location	9,967
Base - Other	2,922,257
Other Total	293,610
Grand Total	4,092,694

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.



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

During 2022, our school continued to provide opportunities for parents and community interaction. This included Student-Parent-Teacher meetings during Term 1 and Term 3, which provided time to sit with parents and students in a meaningful way to plan specific achievable goals aligned to student learning needs (specifically literacy and numeracy). They were also a chance to gather feedback for school evaluation. Parents/carers provided very positive comments about communication strategies, including parent contact, Facebook, newsletters and subject-specific information.

We were able to host regular events to engage families, including formal assemblies, fundraising opportunities, transition evenings and parent afternoon teas (e.g. Help Me Be Great). The P&C has hosted schools discos, and community fundraising evenings including a BINGO night. Focus groups were introduced as part of our strategy to gain consistent feedback from our community about a wide range of areas. The aim was that in each term a focus group would engage, either onsite or using Google Forms, to assist us in evaluating programs, processes, new initiatives and even changes to our school uniform. The school has a working reconciliation action team that provides ongoing support and guidance for the school when delivering and cultural programs. The community has assisted the school in a number of areas, and, as a direct result, we have seen enrolments continue to increase.

Tell Them From Me data has provided insights into leadership and staff satisfaction.. When asked about if the school had inclusive learning strategies and processes for students. The average from a 10 point scale was 9.0 out of 10 which is 0.3 up from 2021 and 0.8 higher than the state average.

Student satisfaction has improved, with students reporting that they found advocacy at school to be 0.3 higher than 2021. Students reporting positive behaviour in the classroom in secondary was 80% in the secondary and 84% in the primary which is higher than the state norm. Positive behaviour at school is important because it refers to behaviours that occur in the learning environment; such as whether students are listening to their teacher or being disruptive. Student behaviour is closely related to classroom management, which is an important factor in a students' social and psychological development

Teachers were asked if leaders were leading improvement in the school, and 77% of teaching staff indicated that they agree or strongly agree. In the same survey, teachers indicated that leaders communicated strategic vision 73% of the time, which links directly back to the school planning processes. Staff retention has also indicated an increase of staff remaining at Portland Central over 2022-2023.



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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

