

#### Portland Primary School

Portland Primary, established in 1856, offers a sequential, inclusive curriculum covering all Strands and Domains of the VELS. With a school enrolment of 87 students, the school has 10 equivalent fulltime staff: 1 Principal class, 7 Teacher class and 5 Education Support class. Our educational delivery is based on the belief that all children have different academic, social, emotional, physical and creative needs that can be met in a supportive and inclusive environment. We work on the belief that all students can be successful learners, and we cater to students' individual needs with a well-planned and well delivered curriculum. We value mutual respect, participation, reliability, fairness, responsibility, cooperation and clear communication between all stakeholders. Through these values, students, staff and parents work in partnership to achieve educational success, empowering our students to become resilient, lifelong learners who are positive and active members of their school and wider community.

Expansive grounds combine with classrooms resourced with current technology to support our commitment to 21st century learning. Specialist classes are provided in PE/Health, Visual Arts and LOTE (Indonesian) and Reading Recovery. Use of the Restorative Practices approach to welfare and discipline, embedded You Can Do It! and Learning How to Learn programs, a focus on healthy lifestyles and a strong student leadership program combine to support student wellbeing and engagement. Our location provides a unique opportunity to utilise community resources and develop strong community partnerships to enhance teaching and learning. Parents are encouraged to participate in all aspects of school life.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>When compared to similar schools, student learning performance in NAPLAN and VELS judgements at Portland Primary School is at a similar level or slightly below in all areas. Additional support is provided for students at risk through Reading Recovery in Year 1 and Student Individual Learning Plans are set for all students below expected levels in English and Number.</p> <p>Staff have continued to explore teaching approaches to cater for individual needs - developing differentiated learning plans and conferencing with students - sharing data to collaboratively develop goals and strategies for improvement. The Ultranet has been a focus with staff exploring its capabilities for improving teaching and learning. Technology is an important aspect of our curriculum, with iPads &amp; computers in all classrooms.</p> <p>In 2012 we continued with National Partnership to improve outcomes with a focus on Literacy. A Literacy Intervention teacher (.6) provided intervention for students in Years 1-4 and worked alongside Years 1-4 teachers.</p> <p>2013 will see the continuation of National Partnership with our focus being 'Building Teacher Capacity'.</p>	<p>Student Engagement and Wellbeing is measured through two indicators: student attendance and the Student Attitudes to School Survey. Our attendance figures showed improvement, however our average absences per student remains above the state mean. The results of the student attitudes to school survey showed improvement in all areas, placing us in the similar range to comparative schools profile.</p> <p>Student wellbeing has been supported through school wide programs such as Learning How to Learn, You Can Do It, Restorative Practices, Community Partnership programs and the It's Not OK To Be Away initiative. Our Welfare Officer provides social and emotional support through student and parent programs. Attendance is monitored monthly and family support is provided where needed. In 2013 we will continue to promote the development of resilience in our students and closely monitor attendance - communicating regularly with families to reinforce expectations and provide support. We will work closely with the KESO to support this action. Student Leadership programs will continue to be highlighted and student behaviour records will be audited regularly.</p>	<p>Student Pathways and Transitions involve pathways for students from pre-school into prep, through years one to six, followed by successful transition to secondary school. No data is included in the School Performance Summary however we have been active in promoting and enhancing successful pathways and transitions. Some of the actions we have undertaken include sharing of information between the preschools and Portland Primary - developing a common understanding of student needs through active involvement in the Prep- Kinder Portland network. We also provide a weekly program in term 4 for kinder students transitioning to our school. Three neighbouring kindergartens also visit our school in term 4 to participate in a half day school experience.</p> <p>Our active involvement in the Yr 6-7 Portland Transition network provides our year 6 students with many programs and opportunities to develop understandings, relationships and confidence for successful transition to secondary school. We provide a school based transition day at the end of the year for our year Prep- 5 students to support their successful transition through the school.</p> <p>In 2013 we intend to continue these successful approaches, as well as have our Grade 5/6 children helping in the local kindergartens to help build those links.</p>

For more detailed information regarding our school please visit our website at

[enter school URL/website here]

or view our 2012 Annual Report online at <http://www.vrqa.vic.gov.au/SReg>