

2018 Annual Report to The School Community



School Name: Preston Primary School (1494)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 03 April 2019 at 10:05 AM by Janet Paterson
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 05 April 2019 at 04:08 PM by Slobodanka Stojkovic
(School Council President)

About Our School

School context

Preston Primary School is dedicated to realising the potential in all children to actively engage with the world around them and to provide them with academic and social tools that will allow them to live whatever life they choose.

The core objective of the school is to develop numerate, literate and well-rounded students who have the skills, confidence and desire to continue learning throughout their lives.

Our school values are Respect, Responsibility, Resilience, and Learning Success. At Preston Primary we are committed to creating an encouraging environment which promotes and supports excellence in learning, recognizes and celebrates individual success, and demonstrates respect between students, staff, parents and the wider school community. We actively promote students to take personal responsibility for their learning, social interactions, personal behaviour and belongings. All stakeholders strive to develop skills, knowledge and confidence, which promote personal resilience. We foster positive mutual interaction so all stakeholders can show respect and honesty with each other.

We believe all areas of a child's development should be catered for in their education. The school provides a co-operative, safe and focused environment where people are treated with respect and fairness. The school values participation and positive competition in sport and has a strong focus on the Arts.

The socio-economic demographic and enrolment numbers of the school population has remained relatively stable for a number of years. Due to our enrolment ceiling we have maintained an enrolment of approximately 740 students each year.

In 2018 the school had a total of 60 staff, this included 2 Principal class, 48 teaching class and 10 Education Support staff.

Aspirational Goal:

As a school, we have a long held tradition and belief that we need to provide opportunities in an educational setting, which contribute to the development of young people who can grow into successful, responsible and respectful members of their community.

Framework for Improving Student Outcomes (FISO)

In 2018 the two FIOS areas in our AIP were Excellence in Teaching and Learning-Building Practice Excellence and Positive Climate for Learning-Empowering Students and Building school pride.

Building practice excellence

Throughout 2018, two of our Leading Teachers spent considerable time working with the staff through whole school, team and individual professional learning and coaching to ensure a consistent approach to teaching reading and implementation of a shared understanding and common language through which to plan and implement an effective reading program across the whole school. This was an area of success for the school as all teaching staff have clear understanding of where the students within their year level are at in regard to student achievement. Students are tracked using specific assessments as per our school assessment schedule.

Empowering Students and Building school pride.

Throughout the year, we implemented the DET Program, Resilience, Rights, and Respectful Relationships at all year levels.

The aim was to develop a consistent approach and language for staff, students and parents to use when dealing with social and wellbeing issues.

We used student surveys as a means for the students to provide input into their learning and feedback to their teacher

Achievement

We are very proud of our achievements in student learning. Overall student learning outcomes show that our students' learning continues to be strong, with results consistently above the state median across all measures. Teacher judgement of student achievement for all subjects were at the higher level on adjusted school performance measures. NAPLAN results were above the state median and the learning gain in Writing, Spelling and Numeracy was high. Our PSD (Program for Students with a Disability) students made steady progress as outlined in their individual learning plans.

We are committed to the delivery of quality programs and acknowledge the diversity of student learning. We monitor and scaffold the learning of every student. Teams plan together with a focus on student learning. Students are grouped according to their individual needs and allowed time to acquire the necessary skills and knowledge to progress to the next stage of their learning.

Our curriculum coordination model ensures there is a high level of communication between year levels with regards to curriculum planning and implementation.

At the end of 2018 each team conducted a formal Performance Review of their team's program and student progress for the year. This included student achievement data, well-being information and identifying successes and challenges of the year's program. This information was used to review the programs for 2019 and passed on to the 2019 teams that would be teaching the students.

We will continue to review and refine our planning and assessment structures to ensure we are best addressing the needs of our students and teaching staff. We will continue to set ambitious standards that take student-learning needs into account.

Engagement

As a school we focus on the need to ensure every child attends school every day. We have a commitment to creating a strong connectedness between students and the school. We provide information in our school newsletter relating to the importance of students being at school. We strongly advocate the need for regular attendance, however we have very little impact on parent's choice to take their children out of school for extended and short-term family holidays during school terms and hence this has become a culture within the school. This practice has had an impact on our attendance data, however our absence data remains below the state average, which is positive. Our unapproved student absence data, while low, has remained consistent across the past four years. It is our aim that with the introduction of Compass we will see a decline in unapproved absences.

The year 4, 5 and 6 students participate in the Student Attitudes to School Survey each year. The data shows that our students' sense of connectedness to the school is within the 60% of Victorian Schools range and within the similar range for comparison schools. To ensure our data remains positive we will continue to offer programs that engage our students with the curriculum, teachers, peers and the school.

We have School Captains, Vice Captains and House Captains to compliment the Junior School Council. All of these leaders are elected by the student population. Our School Captains and Vice Captains play a major role in fortnightly school assemblies on both sites. The JSC are a very active group within the school who support annually selected charities and hold a variety of fund raising events throughout the year. Student surveys were conducted which gave students the opportunity to provide feedback to teachers relating to a specific criteria, however this is an area that we will need to put greater focus on in 2019. We need to move beyond Student Voice and implement genuine opportunities for Student Agency across the school.

We are an accredited eSmart school and as such acknowledge and promote the need to educate all of our students on the safe and responsible use of technology. All Grade 5 students complete the Digital Passport program and the Grade 6 students complete the eSmart Digital License program. Cyber safety is consistently promoted across all year levels.

Wellbeing

We recognize that student wellbeing is a vital component of the school's core business and students need to feel safe and happy in order to learn. We support students and families through a wide variety of personal and family issues that occur throughout the year. In 2017, we implemented the DET Resilience, Rights, and Respectful Relationships program, which has been very successful. In 2018 we continued to use the program and have developed a consistent language around social and emotional learning. We had two staff members who participated in a Professional Learning day with the DET RRRR facilitators. In 2019 we will provide the whole staff with Professional Learning facilitated by the DET RRRR facilitators.

In 2018 the whole school participated in the National Day of Action Against Bullying and Violence. The junior grades participated in the Bully Bull Ring Program. Our grade 5/6 students participated in sessions specifically related to cyber-bullying however further work still needs to be done in that area. We will investigate and identify specific programs to implement in 2019.

To support a student's wellbeing we believe there is need for a clearly defined and supportive transition program to assist each child move to a next year level, different classroom, teacher and peers.

We run a Pre-School to School Transition program that includes students and parents. We liaise with our local pre-school centres to gather relevant information about each child. We include our future preps in our whole school transition day, which occurs in early December.

As the school is on a split site, we run an extensive program throughout Term 4 for our Year 1 students including visits to the senior school to familiarise the students with the site. Our Year 2 students host an Information session for the Year 1 students and parents, which includes information about the Year 2 program and the Senior School. This has proven to be a very successful program as it alleviates any concerns students and parents might have in regard to moving to a new site.

In 2018, our year level transition included students spending the day with their 2019 teacher. This process has proven to be very successful as it gives the students the opportunity to meet their new teacher and the other students in their class. It also provides the teacher with the opportunity to get to know their students prior to the beginning of the school year.

In 2017 we had an extensive hand-over program to the 2018 teacher and year level team. This included cohort and individual student data and wellbeing issues. A follow-up session was held early in the 2018 school year to enable the teachers to gain further information as they were then more familiar with each student.

Our Year 6 students moved on to a diverse range of secondary schools both within and beyond our neighbourhood area. We liaised with the secondary transition coordinators to ensure all relevant information about each child is passed on.

Financial performance and position

The Equity funding was used to support staff development and professional learning which would impact on student learning.

Student Resource Package Expenditure figures indicate the school was in surplus.

The school council made the decision to set aside fundraising money to undertake a refurbishment of the basketball area at the senior school.

The school council acknowledges the need to remain in surplus to deal with unplanned and unexpected events that can occur in schools.

For more detailed information regarding our school please visit our website at www.preston-ps.vic.edu.au

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

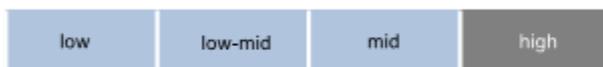
Enrolment Profile

A total of 747 students were enrolled at this school in 2018, 377 female and 370 male.

14 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

| Achievement | Student Outcomes | School Comparison |
|---|---|---|
| <p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p>Results: English</p>  <p>Results: Mathematics</p>  | <p> Similar</p> <p> Similar</p> |

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

| Achievement | Student Outcomes | School Comparison |
|--|---|---|
| <p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p> | <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p> | <p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Similar</p> |
| <p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p> | <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p> | <p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p> |

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

| Achievement | Student Outcomes | School Comparison | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-------------------|------|--------|------|---------|-----|-----|-----|----------|-----|-----|-----|---------|-----|-----|-----|----------|-----|-----|-----|-------------------------|-----|-----|-----|---|
| <p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p> | <table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>51%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>53%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>49%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>52%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>53%</td> <td>29%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 29% | 51% | 20% | Numeracy | 22% | 53% | 25% | Writing | 25% | 49% | 25% | Spelling | 26% | 52% | 22% | Grammar and Punctuation | 18% | 53% | 29% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 29% | 51% | 20% | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 22% | 53% | 25% | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 25% | 49% | 25% | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 26% | 52% | 22% | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 18% | 53% | 29% | | | | | | | | | | | | | | | | | | | | | | | |

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

| Engagement | Student Outcomes | School Comparison | | | | | | | | | | | | | | |
|---|------------------|-------------------|------|------|------|------|-----|------|------|------|------|------|------|------|---|---|
| <p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 909 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 94 % | 94 % | 94 % | 94 % | 93 % | 94 % | 93 % | <p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> | <p> Similar</p> <p> Similar</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 94 % | 94 % | 94 % | 94 % | 93 % | 94 % | 93 % | | | | | | | | | | |

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

| Wellbeing | Student Outcomes | School Comparison |
|--|---|---------------------------------|
| <p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | <p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p> | <p> Similar</p> <p> Similar</p> |
| <p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | <p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p> | <p> Lower</p> <p> Similar</p> |

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Financial Position as at 31 December, 2018

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$5,449,079 |
| Government Provided DET Grants | \$656,515 |
| Government Grants Commonwealth | \$234,894 |
| Revenue Other | \$119,818 |
| Locally Raised Funds | \$792,300 |
| Total Operating Revenue | \$7,252,607 |

| Funds Available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$553,746 |
| Official Account | \$36,854 |
| Other Accounts | \$174,027 |
| Total Funds Available | \$764,627 |

| Equity ¹ | |
|------------------------------|-----------------|
| Equity (Social Disadvantage) | \$51,116 |
| Equity Total | \$51,116 |

| Expenditure | |
|---------------------------------------|-------------|
| Student Resource Package ² | \$5,126,418 |
| Books & Publications | \$3,893 |
| Communication Costs | \$20,539 |
| Consumables | \$210,190 |
| Miscellaneous Expense ³ | \$229,260 |
| Professional Development | \$29,714 |
| Property and Equipment Services | \$507,014 |
| Salaries & Allowances ⁴ | \$623,814 |
| Trading & Fundraising | \$107,336 |
| Utilities | \$50,924 |

| Financial Commitments | |
|---|------------------|
| Operating Reserve | \$255,047 |
| Other Recurrent Expenditure | \$33,889 |
| Funds Received in Advance | \$65,000 |
| School Based Programs | \$109,689 |
| Funds for Committees/Shared Arrangements | \$33,763 |
| Asset/Equipment Replacement < 12 months | \$80,000 |
| Maintenance - Buildings/Grounds < 12 months | \$187,239 |
| Total Financial Commitments | \$764,627 |

| | |
|---------------------------------------|--------------------|
| Total Operating Expenditure | \$6,909,100 |
| Net Operating Surplus/-Deficit | \$343,507 |
| Asset Acquisitions | \$0 |

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
 (2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
 (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

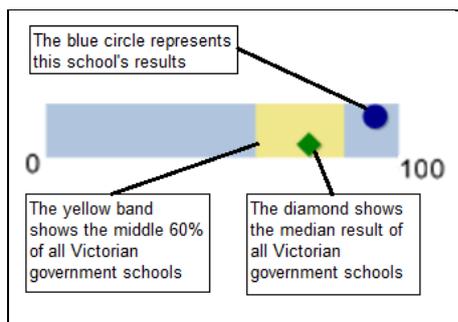
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

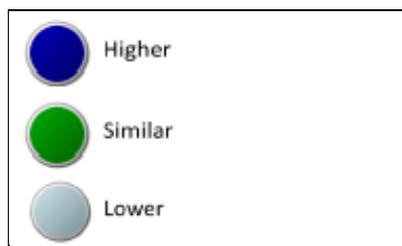


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does 'Data not available' or 'ND' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').