2015 Annual Report to the School Community

Preston West Primary School
School Number: 3885

Name of School Principal: Cheryl Bondeson

Name of School Council President: Bo Li

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.
About Our School

School Context

Preston West Primary School is located on Murray Road Preston in the City of Darebin. While located in a residential area, the school is in close proximity to the Preston Market and High Street shopping precinct. The main school building is a double storey brick building that was built in 1915. A gymnasium built in 2010 also accommodates a music room and our Before and After School Care Service. The gymnasium has a surrounding landscape garden and dry creek river bed. A double storey building, accommodating four classrooms was completed in 2013 and is a fantastic asset to the school. Preston West has a rich history of educational excellence serving the community for over 100 years and the school motto coined in 1915, ‘Duty First’ is still utilised today.

Our school encourages its students to strive for excellence in all their endeavours. Our core purpose is to provide an inclusive and rigorous learning environment that challenges and engages your children to grow as passionate learners. The school seeks to develop motivated, creative and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community.

We are extremely proud of our reputation for providing a comprehensive and challenging curriculum, academic excellence, valuable friendships and catering for each individual. Preston West Primary is committed to improving the achievements of all students through the provision of a challenging academic program based on the National Curriculum and reflecting worldwide best practice for 21st century learners. Our purpose is to provide a safe, stimulating and supportive environment that develops all students to their full potential - academically, socially and personally. We insist in students a lifelong love of learning. Our strong academic focus is supported by a multitude of extra-curricular activities and programs that provide a well-rounded education. Programs offered include Physical Education, Visual Arts, Music, Italian, English as an Additional Language (EAL) and Intervention/Support.

Student enrolments have risen dramatically over the past decade, representing a 75% increase. In 2015 our student enrolment was 628 and projected numbers for 2017 is 670. The trend of increasing enrolments has significantly expanded the schools facilities. The proportion of students with English as a Second Language is 17% and there are 32 home languages other than English. The proportion of indigenous students in 2015 was 1%. Our school has 50 equivalent full time staff; 2 Principal Class, 34 Teachers and 14 Educational Support staff. Preston West Primary has zero tolerance for child abuse. Everyone working at our school is responsible for the care and protection of the children and reporting information as per Department of Education and Training guidelines.

Our journey to ensure we are promoting the very best educational opportunities for all our students continues. The rich history that has been paved since 1915 will build as we work collaboratively with families to create citizens that will add great value to the Preston West community and beyond.

Achievement

Both the 2015 Teacher Assessment using AusVELS and 4 year average in student learning measures for all Reading and Numeracy measure outcomes in NAPLAN shows the school performing above the state median. In all school comparison measures (2012 – 2015) Preston West primary is at or above the median level of other schools after accounting for background characteristics known to make a difference to students’ results.

Results for 2015 NAPLAN show our Year 3 and 5 students performing significantly above the state median and within the top 20% of schools in Reading and Numeracy. When compared with a similar range of Government Schools given our student cohort, the Year 3 students performed significantly above in Reading and Numeracy. The school comparison results for our Year 5 NAPLAN were higher in 2015 and within a similar range for the 4 year average. The NAPLAN Relative growth from Year 3 to 5 across all shows between 84 – 91% of children achieving medium and high growth.

Our expectation is for all students to achieve quality results. Strong performance in student learning has been achieved by a clear focus on improving learning outcomes for all students through; promoting high expectations; staff working collaboratively in teams to plan an engaging curriculum; data utilised to inform planning; regular professional learning; peer observation of teacher practice; coaching and the core business of the Leadership Team is to drive whole school improvement. Our active involvement in the Powerful Teaching and Learning Project will continue as we prepare our students to be independent learners, competent in our technological world and curious for a lifetime. In 2016 our journey to provide a challenging curriculum will continue and we aim to further improve outcomes, curiosity, motivation and engagement.

Engagement

The average student attendance rate has been promoted over the past few years. Results in 2015 are slightly higher than the state median with the average attendance rate at 92.3% across the school. On adjusted school performance measures in 2015 and when analysing 4 year trend data, our student attendance results fall into the middle 80%. Extended overseas family holidays contribute to our attendance data. Numerous strategies have been implemented from the ‘It’s Not Ok To Be Away’ initiative to promote and track student attendance. Parents are provided with attendance data and this is incorporated into the reporting process throughout the year.

The Year 5 and 6 students each year participate in the Attitudes to Schooling Survey. The school ranking since 2012 places Preston West students above the state median with students indicating positive attitudes towards their connectedness to school and their perceptions on safety at school. The 2015 results were similar when compared to other schools after accounting for background characteristics known to make a difference to students’ results.

To maintain and strengthen student engagement we will further develop opportunities to promote strong student involvement and feedback in areas such as learning, curriculum delivery, leadership, extra curricula activities and school improvement.
Wellbeing

Our Strategic Plan goal in relation to Wellbeing is ‘All Preston West students will be resilient, self-aware and responsible members of the school community’. In 2015 we continued to provide a safe and inclusive environment and reinforced Bounce Back (a preventative whole school social and emotional learning curriculum program that promotes positive mental health and wellbeing in students and, in particular, to enable them to act resiliently when faced with challenges and adversity). Our school values Leadership, Excellence, Acceptance, Respect and Never Give Up (LEARN) are embedded across all domains of Preston West Primary. Unveiling the Compass program and Class Blogs in 2015 has significantly promoted communications with our parent community. In 2016 we will continue to investigate and evaluate strategies to further improve home/school communications which promote understanding of the schools approach to teaching and learning and further explore ways to engage and communicate with parents.

Productivity

Our Strategic Plan goal under Productivity is ‘To implement sound resourcing strategies allowing Preston West Primary School to optimise outcomes for all students’. In 2015 three Leading Teachers were appointed in Literacy, Mathematics and eLearning. Our commitment to the Powerful Teaching and Learning Project, Team Planning, Peer Observations, Professional Learning and Coaching will continue in the aim of promoting best practice across the school. Our global budget for 2016 reflects our key priorities and goals documented in our Strategic Plan and Annual Implementation Plan. In 2015 we landscaped a centenary garden into four sections, which highlights the Preston West House System (Jessie, Murray, Cramer and Gilbert). Our journey to further improve our buildings and grounds continues. Conversations with the Department of Education and Training have commenced in regards to our facilities and upgrading our relocatable buildings as our enrolments continue to increase.

For more detailed information regarding our school please visit our website at http://www.prestonwest.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60% of Victorian government primary year levels: ● Median of all Victorian government primary year levels: ●

School Profile

Enrolment Profile

A total of 628 students were enrolled at this school in 2015, 297 female and 331 male. There were 17% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school’s Student Family Occupation index which takes into account parents’ occupations.

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual Parent Opinion survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual School Staff survey. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.
## Performance Summary

### Achievement

Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:
- English
- Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

<table>
<thead>
<tr>
<th>Subject</th>
<th>Results: English</th>
<th>Results: Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### School Comparison

- **English**: Similar
- **Mathematics**: Similar

Towards Foundation Level AusVELS

Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).

Data will not be displayed where less than 10 student assessments were provided.

**English**
- No Data Available

**Mathematics**
- No Data Available

Towards Foundation Level AusVELS is not used for the School Comparison.
## Performance Summary

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAPLAN Year 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 3 assessments are reported on a scale from Bands 1 - 6.</td>
<td></td>
</tr>
<tr>
<td><strong>NAPLAN Year 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 5 assessments are reported on a scale from Bands 3 - 8.</td>
<td></td>
</tr>
</tbody>
</table>
### Performance Summary

**Key:** Range of results for the middle 60% of Victorian government primary year levels: □
Result for this school: ● Median of all Victorian government primary year levels: ●

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAPLAN Learning Gain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 - Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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%, their gain level is categorised as ‘High’, middle 50%, is ‘Medium’ and bottom 25%, is ‘Low’.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16%</td>
<td>Low: 55% Medium: 35% High:</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11%</td>
<td>Low: 61% Medium: 39% High:</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16%</td>
<td>Low: 57% Medium: 32% High:</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11%</td>
<td>Low: 49% Medium: 50% High:</td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11%</td>
<td>Low: 52% Medium: 47% High:</td>
<td></td>
</tr>
</tbody>
</table>

NAPLAN Learning Gain does not require a School Comparison.
Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: ★
Result for this school: ○ Median of all Victorian government primary year levels: ●

Engagement

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2015 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>90%</td>
</tr>
<tr>
<td>Yr1</td>
<td>93%</td>
</tr>
<tr>
<td>Yr2</td>
<td>93%</td>
</tr>
<tr>
<td>Yr3</td>
<td>94%</td>
</tr>
<tr>
<td>Yr4</td>
<td>92%</td>
</tr>
<tr>
<td>Yr5</td>
<td>94%</td>
</tr>
<tr>
<td>Yr6</td>
<td>90%</td>
</tr>
</tbody>
</table>

Student Outcomes

Results: 2015

Results: 2012 - 2015 (4-year average)

School Comparison

Similar
## Performance Summary

**Wellbeing**

**Students Attitudes to School - Connectedness to School**

Measures the Connectedness to School factor derived from the Attitudes to School survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

<table>
<thead>
<tr>
<th>Results: 2015</th>
<th>1</th>
<th>5</th>
<th>Similar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results: 2012 - 2015 (4-year average)</td>
<td>1</td>
<td>5</td>
<td>Similar</td>
</tr>
</tbody>
</table>

**Students Attitudes to School - Student Perceptions of Safety**

Measures the Student Perceptions of Safety factor derived from the Attitudes to School survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

<table>
<thead>
<tr>
<th>Results: 2015</th>
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<td>1</td>
<td>5</td>
<td>Similar</td>
</tr>
</tbody>
</table>
How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

![Image showing blue circle, yellow band, and diamond]

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison 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 measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.


What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.