2019 Annual Report to The School Community

School Name: Preston West Primary School (3885)

- 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 2019 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 06 March 2020 at 01:23 PM by Cheryl Bondeson (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 27 March 2020 at 11:32 AM by David Bellchambers (School Council President)

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 landscaped garden and dry creek river bed. A double storey building, accommodating four classrooms was completed in 2013 and five new buildings were erected in 2016 for students in Grades 4-6. Two galleries were constructed in 2017/18 to establish the Grade 4 and Grade 5 learning communities. Preston West Primary School has a rich history of educational excellence. Serving the community for over 105 years, the school motto coined in 1915, 'Duty First', is just as important in today's setting.

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 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 School is committed to improving the achievements of all students. This is achieved through the provision of a challenging academic program, based on the Victorian Curriculum whilst 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 instil 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, STEAM, English as an Additional Language and Intervention/Support.

Student enrolments overall have risen dramatically over the past decade, which accounts for the significant expansion of the school's facilities. However, we are now encountering a stabilisation of our student enrolments - a total of 669 students in 2019 were enrolled and projected numbers for 2021 is 710. The proportion of students with English as a Second Language is 28% and the school has less than 0.2% enrolment of indigenous students. Our school has 54 equivalent full time staff: 2 Principal Class, 37 Teachers and 15 Educational Support staff. In 2019 the results generated from the Staff Opinion Survey 'School Climate' section showed Preston West Primary School staff above the state median for overall satisfaction. Preston West Primary School is a strong advocate of the Child Safety Guidelines. 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. Building on the rich history that has been paved since 1915, we continue to work collaboratively with families, to create citizens that add great value to the Preston West community and beyond.

Framework for Improving Student Outcomes (FISO)

The staff at Preston West Primary School have worked conscientiously in the third year of the Strategic Plan and are embedding high impact teaching strategies and the practice principles for achieving excellence in teaching and learning. There have been significant structural/process changes over the past few years and resources have been aligned to assist in our key focus areas of embedding our pedagogical model, promoting best teaching practices across the school and achieving quality outcomes for all students. At Preston West Primary we have shared pedagogical practices, a School Improvement Leadership Team (SILT), weekly Professional Learning Community (PLC) meetings to comprehensively analyse data and document a differentiated curriculum, peer observations, coaching and we explicitly use evidence based school improvement strategies and teacher professional development activities.

Our journey of unpacking and increasing the staff's knowledge/utilization of the vast array of Framework For Improving Student Outcomes (FISO) resources e.g. Literacy and Numeracy Strategies, Amplify, Whole School Guide to Curriculum Planning will continue in 2020. After actively participating in the Department of Education and Training's PLC professional learning program in 2019, we will be implementing and embedding the PLC inquiry cycle this year. This will further enhance our knowledge and use of data and the Student Performance Analyser (SPA) has been implemented as a portal for student outcomes data storage across the school. In 2019, our key focuses in FISO were the initiatives of Building Practice Excellence and Building Leadership Teams. The Victorian Curriculum has been successfully implemented and the four capabilities are integrated across the eight learning areas. At Preston West Primary School we are well on track to achieve the ambitious targets of the Education State in relation to our students and our school.

Achievement

The 2019 Teacher Assessment using the Victorian Curriculum and the four year average in student learning measures for all Reading and Numeracy outcomes in NAPLAN, shows the school performing above the state median. In 2019 95% of students in English and 95.8% in Mathematics were at or above the age expected standards, which places Preston West Primary School above the median level of other schools after accounting for background characteristics known to make a difference to students' results.

Results for 2019 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 in 2019, given our student cohort, both the Year 3 and Year 5 students performed within the top 20% in Reading and Numeracy NAPLAN assessments. The four year average results for students at Preston West Primary School in both Year 3 and Year 5 Reading and Numeracy, when compared with similar government schools, are also within the top 20%. The NAPLAN Relative Growth from Year 3 to 5 in 2019 shows 81% of children achieving medium to high growth in Numeracy and between 72 – 87% in the three domains of English (Reading, Writing, Spelling and Grammar/Punctuation).

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. This has been achieved through promoting the Framework For Improving Student Outcomes, high expectations, authentic relationships, staff working collaboratively in teams to plan an engaging and challenging curriculum, PLC and quality data sets utilised to inform planning, regular professional learning, peer observation of teacher practice and coaching. The core business of the School Improvement Leadership Team is to drive whole school improvement and achieve our goals as outlined in the Strategic Plan. Our committed involvement in building practice excellence across the staff will continue as we prepare our students to be independent learners, competent in our technological world and curious for a lifetime. In 2020 our journey to provide a challenging curriculum will continue and we aim to further improve outcomes, curiosity, motivation, engagement and student agency.

Engagement

The average student attendance rate has remained relatively constant over the past few years at Preston West Primary. Since 2016 the average number of annual days absent per student was 13.9 days, which was more positive than the state median and similar government schools. Results in 2019 of average days absent at 14.0 per student was lower than the state median at 16.3, with the average attendance rate at 93% across Preston West Primary School. 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 via Compass, which can be accessed throughout the year.

Since 2017 the Year 4, 5 and 6 students have participate in the Attitudes to Schooling Survey. Our ranking in 2019 places Preston West Primary School students at the state median, with students indicating positive attitudes towards their sense of connectedness to school. Our three year average in the sense of connectedness, places us above the state median. In relation to the management of bullying criteria on the Attitudes to Schooling survey, our students overall positive response at 82.8 % was above the state median. Student action teams were created in 2019 and were

linked to school improvement projects to further develop opportunitiues to promote student voice/agency and leadership.

To maintain and strengthen student engagement in 2020, we will further develop opportunities to promotes strong student voice/agency and leadership in areas such as learning, curriculum delivery, extra-curricular activities and school improvement.

Wellbeing

Our goal in relation to wellbeing is 'All Preston West students will be resilient, self-aware and responsible members of the school community'. In 2019 we continued to provide a safe and inclusive environment. We continued to reinforce Bounce Back (a preventative whole school social and emotional learning curriculum program) that promotes positive mental health and wellbeing in students, in particular, enabling them to demonstrate resilience when faced with challenges and adversity. We also deliver a two week Protective Behaviour's Program across the school in Term 3. Our school values: Leadership, Excellence, Acceptance, Respect and Never Give Up (LEARN) are embedded across all domains of Preston West Primary School.

In 2019 we implemented a whole school 'Respectful Responsible Learners' approach to further promote our student wellbeing, engagement and academic focus in their learning environment.

Embedding the Compass program, Class Dojo in Prep-Grade 2 and SeeSaw in Grade 3-6 has significantly promoted communications with our parent community. A Parent Satisfaction score of 85.8% was generated following the 2019 Department of Education and Training's survey. In 2020 we will continue to investigate and evaluate strategies to further improve home/school communications, which promote understanding of the school's approach to teaching and learning and further explore ways to engage and communicate with parents. The School Climate result of 87.9% on the 2019 Staff Opinion Survey placed Preston West Primary well above the state median.

Financial performance and position

In 2019 numerous school based projects were undertaken including asphalting, laying of synthetic turf and an increased focus was placed on STEAM (Science, Technology, Engineering, Arts, and Mathematics). Significant funding has been allocated in the 2020 global budget to support the strategic direction of Preston West Primary School. Funding will be allocated to further promote our school facilities. The Student Action Teams and School Council will lead these projects. Our 2020 projects will include landscaping, promoting our kitchen garden program and STEAM. The equity funding received from DET in 2019 was directed towards small group intervention, predominately in the Prep - Grade 2 area. Small goup intervention targeted Oral Language, English as an Additional Language, Fine Motor Skills and Literacy and Numeracy.

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 669 students were enrolled at this school in 2019, 301 female and 368 male.

32 percent were EAL (English as an Additional Language) students and ND 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.

low	low-mid	mid	high
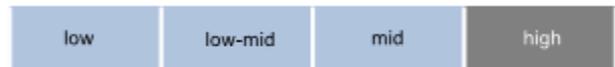
Parent Satisfaction Summary

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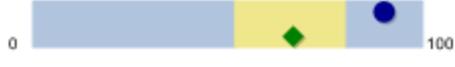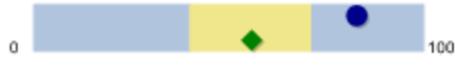
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

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: ◆ | Key: | Similar School Comparison
 ● Above ● Similar ● Below |

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ——————————— 100 Results: Mathematics 0 ——————————— 100	Above ● Above ●

Performance Summary

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

Performance Summary

Achievement	Student Outcomes	Similar School Comparison

Achievement

NAPLAN Learning Gain
Year 3 - Year 5

Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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'.

Student Outcomes

Reading
19 % Low | 56 % Medium | 25 % High

Numeracy
19 % Low | 62 % Medium | 19 % High

Writing
12 % Low | 49 % Medium | 39 % High

Spelling
28 % Low | 49 % Medium | 23 % High

Grammar and Punctuation
13 % Low | 38 % Medium | 49 % High

Similar School Comparison

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

25% Low | 50% Medium | 25% High

Statewide Distribution of Learning Gain (all domains)

Performance Summary

Engagement	Student Outcomes	Similar School Comparison
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 **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 ──────────── 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ──────────── 50 Few absences <------> Many absences	**Below** ●

Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
	93 %	93 %	93 %	93 %	93 %	93 %	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: 🔶	Key:	Similar School Comparison 🟢 Above 🔵 Similar 🔵 Below

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 0 — 100 Results: 2017 - 2019 (3-year average) 0 — 100	Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 0 — 100 Results: 2017 - 2019 (3-year average) 0 — 100	Above

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, 2019		Financial Position as at 31 December, 2019	
Revenue	**Actual**	**Funds Available**	**Actual**
Student Resource Package	$4,940,731	High Yield Investment Account	$1,287,170
Government Provided DET Grants	$474,386	Official Account	$42,516
Government Grants Commonwealth	$291,273	Other Accounts	$0
Government Grants State	$2,888	**Total Funds Available**	**$1,329,686**
Revenue Other	$45,549		
Locally Raised Funds	$628,955		
Total Operating Revenue	**$6,383,781**		
Equity[1]			
Equity (Social Disadvantage)	$25,693		
Equity Total	**$25,693**		
Expenditure		**Financial Commitments**	
Student Resource Package[2]	$4,765,951	Operating Reserve	$204,451
Books & Publications	$1,850	Other Recurrent Expenditure	$6
Communication Costs	$20,828	School Based Programs	$397,379
Consumables	$209,507	Asset/Equipment Replacement < 12 months	$20,000
Miscellaneous Expense[3]	$295,554	Capital - Buildings/Grounds < 12 months	$150,000
Professional Development	$16,027	Maintenance - Buildings/Grounds < 12 months	$245,000
Property and Equipment Services	$252,812	**Total Financial Commitments**	**$1,016,836**
Salaries & Allowances[4]	$492,606		
Trading & Fundraising	$21,020		
Utilities	$38,460		
Adjustments	$90		
Total Operating Expenditure	**$6,114,707**		
Net Operating Surplus/-Deficit	**$269,075**		
Asset Acquisitions	**$137,651**		

(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 26 February 2020 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

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').