

2020 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 2020 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 17 March 2021 at 11:07 AM by Cheryl Bondeson (Principal)

The 2020 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 17 March 2021 at 01:01 PM by David Bellchambers (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

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 106 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. Students are nurtured in an environment characterised by high and positive expectations with opportunities for participation, leadership, goal setting and problem solving. At Preston West Primary School we actively foster a school culture that is supportive of teachers, parents/carers and students and reflects our values: LEARN - Leadership, Excellence, Acceptance, Respect and Never Give Up.

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.

Bounce Back (a preventative whole school social and emotional learning curriculum program) is implemented across the school, which promotes positive mental health and wellbeing in students, in particular, enabling them to demonstrate resilience when faced with challenges and adversity. In addition, we have a whole school 'Respectful Responsible Learners' approach to further promote our student wellbeing, engagement and academic focus in their learning environment.

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 682 students in 2020 were enrolled and projected numbers for 2022 is 695. The proportion of students with English as an Additional Language is 33%, Language Background Other than English 51% and the school has less than 0.1% enrolment of Aboriginal or Torres Strait Islanders. Our school has 54 equivalent full time staff: 2 Principal Class, 38 Teachers and 14 Educational Support staff. In 2020 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. Parental and community input is seen as a vital

component to the success of our school.

Framework for Improving Student Outcomes (FISO)

The staff at Preston West Primary School have worked conscientiously in the final 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 priorities altered in 2020 due to the proportion of the year allocated to remote learning. A greater emphasis was placed on promoting the technological knowledge of staff to deliver a differentiated and challenging curriculum program. The Meeting/Professional Learning Schedule was revamped to allow staff to prioritise curriculum planning and wellbeing connections with students.

Our journey of unpacking and increasing the staff's knowledge/utilisation 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 2021. 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 2020, our key focuses in FISO were the initiatives of Building Practice Excellence (including during learning remotely from home) 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 2020 Teacher Assessment using the Victorian Curriculum, shows the school performing significantly above the state median. In 2020, 97% of students in English and 98.3% 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. The four year average in regards to Teacher Assessment using the Victorian Curriculum in English and Mathematics, shows the school performing above the state mean.

NAPLAN assessments were not conducted in 2020. However, the Results for 2019 NAPLAN showed 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 from 2016 - 2019, are also within the top 20%. The NAPLAN Relative Growth from Year 3 to 5 in 2019 showed 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).

The remote learning program evolved throughout 2020. Staff professional learning (individuals, teams and whole staff) was delivered to upskill professional technological knowledge to deliver a quality remote learning program. A greater emphasis in the second remote learning program was placed on delivering a differentiated and challenging curriculum, with increased use of targeted teaching groups, Webex class meetings and recorded/live sessions. The tutoring program initiative in 2021 will be a valuable resource to target students who did not make the expected growth in the 2020 school year.

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. Whilst some of these initiatives/practices e.g. Peer Observations were postponed at Preston West Primary School in 2020 due to remote learning from home, they will be reinstated in 2021. There is an annual presentation to staff of the school's instruction models in Mathematics, Reading, Writing and eLearning and new staff receive a comprehensive induction into the teaching and learning expectations at the school. 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 2021 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 number of student absence days in 2020 was 10.1, which is more positive than both the state average and for similar government schools. Results in 2020 of average days absent of 10.1 per student is lower than the state mean of 13.8, with the average attendance rate at 94.7% across Preston West Primary School. Since 2017 the average number of annual days absent per student was 13 days, which was more positive than the state median (15.3 days) and slightly higher than that of similar government schools (12.7 days). 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.

Staff worked collaboratively with parents/carers and students during remote learning from home to promote engagement. Structures/processes were put in place to promote connection to the curriculum, staff and peers. Students, especially in the middle and senior school were given greater ownership over their learning. Students were supported in their transition back to school following both remote learning from home periods.

The Attitudes to Schooling Survey was not conducted at Preston West Primary School in 2020. Between 2017 and 2019 the Year 4, 5 and 6 students participated in the Attitudes to Schooling Survey. Our four year average in the sense of connectedness, places us at the state median (81%).

In relation to the management of bullying criteria on the Attitudes to Schooling survey, our students overall positive response at 81.7 % was above both the state median and similar government schools.

To strengthen student engagement in 2021, we will further develop opportunities to promote 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 2020 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. Our school values: Leadership, Excellence, Acceptance, Respect and Never Give Up (LEARN) are embedded across all domains of Preston West Primary School. In 2020 we implemented a whole school 'Respectful Responsible Learners' approach to further promote our student wellbeing, engagement and academic focus in their learning environment.

The wellbeing of students, staff and the wider community was a key focus both throughout the remote learning from home periods and also during the transitions back to onsite learning. A multitude of structures/processes were put in place to promote the health and wellbeing of the school community. There was an increased focus on at risk students

by teaching staff, Educational Support staff and management and external agencies were engaged as required.

Embedding the Compass program and SeeSaw across the school has significantly promoted communications with our parent community. Google Classroom was the key learning and communications platform during the remote learning from home experiences. The Parent Opinion Survey was not conducted in 2020. However, in 2019 the Parent Satisfaction score of 85.8% was generated following the Department of Education and Training's survey. In 2021 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 91.9% on the 2020 Staff Opinion Survey placed Preston West Primary well above the state median of 77.8%.

Financial performance and position

In 2020 numerous school based projects were undertaken including laying of synthetic turf, improving playgrounds and an increased focus was placed on STEAM (Science, Technology, Engineering, Arts, and Mathematics). Significant funding has been allocated in the 2021 global budget to support the strategic direction of Preston West Primary School. Funding will be allocated to further promote our school facilities. Student Action Teams and School Council will lead these projects. Our 2021 projects will include landscaping, promoting our kitchen garden program and STEAM. The equity funding received from DET in 2020 was directed towards small group intervention, predominately in the Prep - Grade 2 area. Small group intervention targeted Oral Language, English as an Additional Language, Fine Motor Skills and Literacy and Numeracy. The Department of Education and Training additional Tutoring funding in 2021 will be targeted at small group intervention in Years 1-4 in Reading, Writing, Phonics and Numeracy.

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 683 students were enrolled at this school in 2020, 309 female and 374 male.

33 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

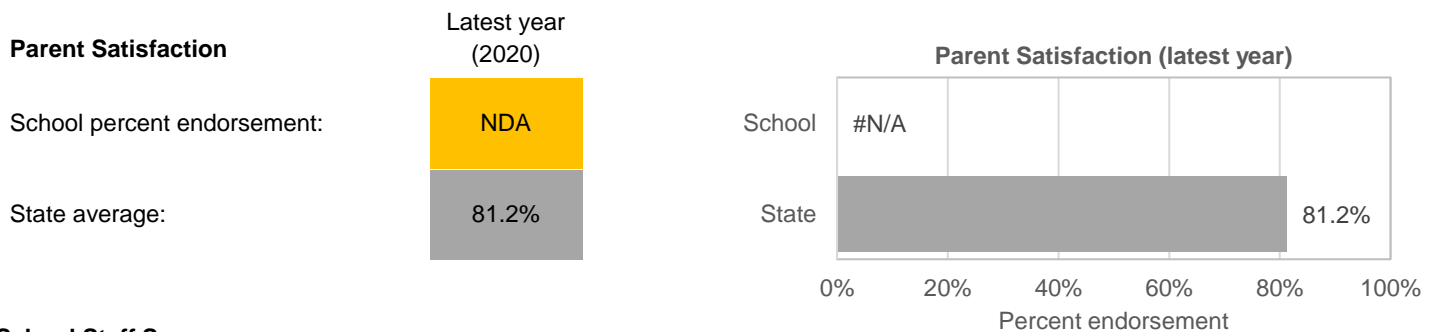
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

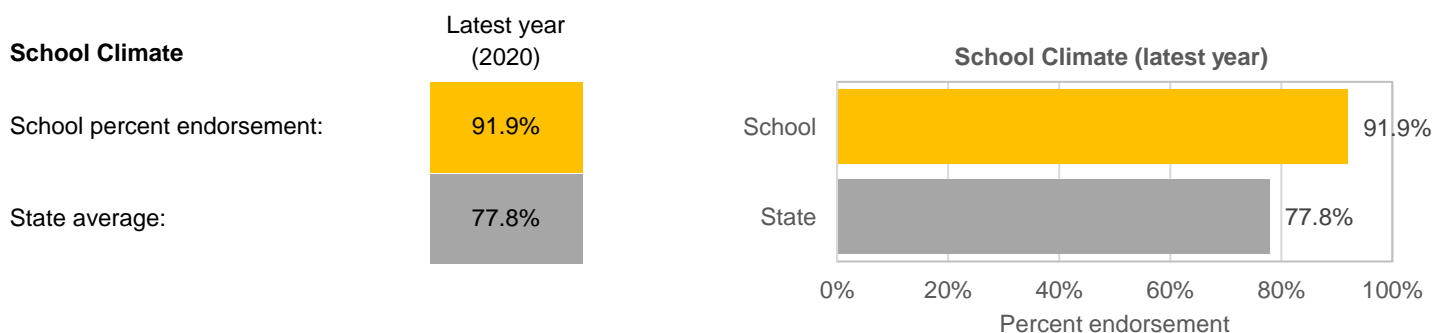


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

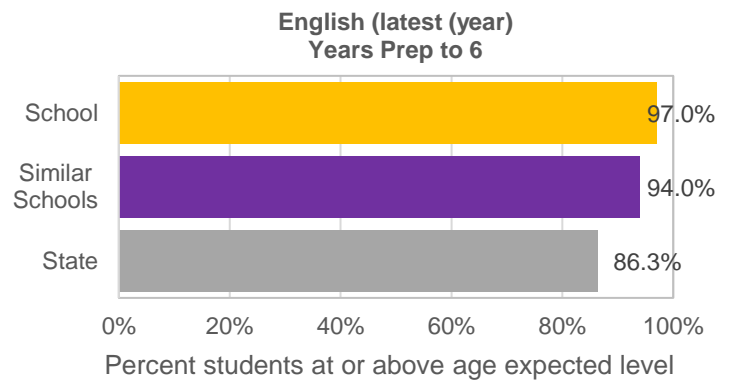
97.0%

Similar Schools average:

94.0%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

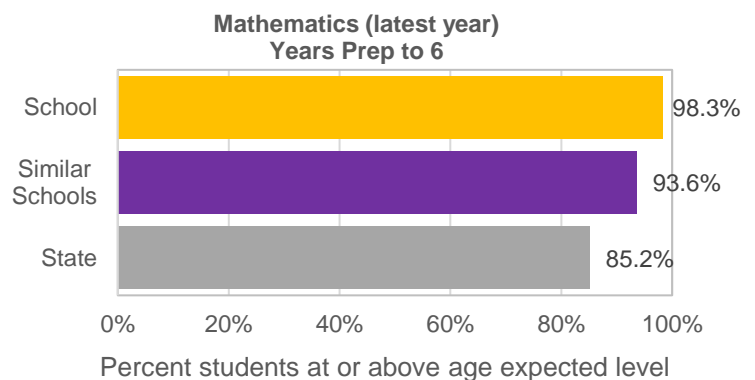
98.3%

Similar Schools average:

93.6%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

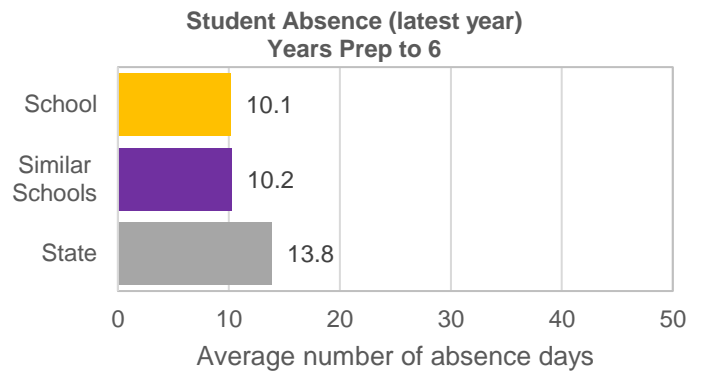
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	10.1	13.0
Similar Schools average:	10.2	12.7
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	94%	95%	95%	96%	94%	94%

WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

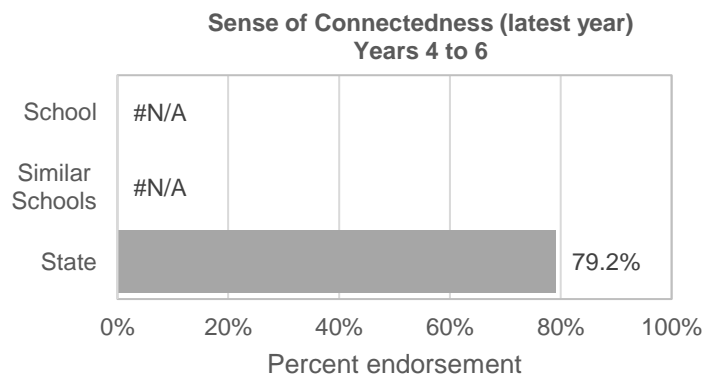
Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	81.0%
Similar Schools average:	NDP	83.0%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

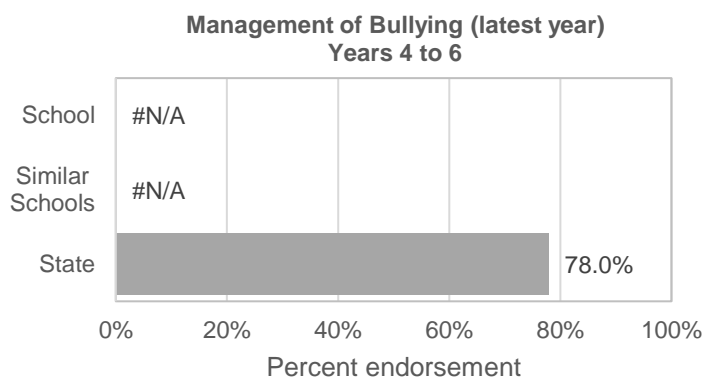
Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	81.7%
Similar Schools average:	NDP	81.5%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$5,223,575
Government Provided DET Grants	\$529,547
Government Grants Commonwealth	\$281,277
Government Grants State	NDA
Revenue Other	\$9,228
Locally Raised Funds	\$352,169
Capital Grants	NDA
Total Operating Revenue	\$6,395,795

Equity ¹	Actual
Equity (Social Disadvantage)	\$29,314
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$29,314

Expenditure	Actual
Student Resource Package ²	\$4,987,849
Adjustments	NDA
Books & Publications	\$727
Camps/Excursions/Activities	\$20,680
Communication Costs	\$17,543
Consumables	\$216,820
Miscellaneous Expense ³	\$10,106
Professional Development	\$18,201
Equipment/Maintenance/Hire	\$85,278
Property Services	\$155,395
Salaries & Allowances ⁴	\$260,131
Support Services	\$60,441
Trading & Fundraising	\$15,828
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$41,163
Total Operating Expenditure	\$5,890,163
Net Operating Surplus/-Deficit	\$505,633
Asset Acquisitions	\$19,711

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$1,566,153
Official Account	\$44,633
Other Accounts	NDA
Total Funds Available	\$1,610,786

Financial Commitments	Actual
Operating Reserve	\$126,305
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$374,070
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$140,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$758,340

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.