

2017 Annual Report to the School Community



School Name: Preston West Primary School

School Number: 3885





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 five new buildings were erected in 2016 for students in Grades 4-6. A gallery was constructed in 2017 to link the Grade 4 learning communities. Preston West Primary School has a rich history of educational excellence serving the community for over 103 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 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 through the provision of a challenging academic program based on the Victorian 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 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, English as an Additional Language and Intervention/Support.

Student enrolments have risen dramatically over the past decade. In 2017, our student enrolment was 689 and projected numbers for 2019 is 700. The trend of increasing enrolments has significantly expanded the school's facilities. The proportion of students with English as a Second Language is 25% and the school has 1% enrolment of indigenous students. Our school has 53 equivalent full time staff: 2 Principal Class, 37 Teachers and 14 Educational Support staff. In 2017 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. 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.

Framework for Improving Student Outcomes (FISO)

The staff at Preston West Primary School have worked conscientiously in the first year of our new Strategic Plan and are embedding the pre-conditions for school improvement. There have been significant structural/process changes over the past few years and resources have been aligned to assist in our key focuses of promoting best teaching practices across the school and improving student outcomes. At Preston West Primary we have shared pedagogical practices, a School Improvement Leadership Team (SILT), weekly Professional Learning Team meetings to comprehensively analyse data and document a differentiated curriculum, peer observations, coaching (English, Numeracy and eLearning) and we explicitly use evidence based school improvement strategies and teacher professional development activities. In 2017 our Framework for Improving Student Outcomes (FISO) initiatives were Building Practice Excellence and Building Leadership Teams. The Victorian Curriculum was fully implemented at the commencement of the 2017 school year and the four capabilities were 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 2017 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 2017 97.3% of students in English and 97% in Mathematics were at or above the age expected standards, which places Preston West Primary School at the median level of other schools after accounting for background characteristics known to make a difference to students' results.

Results for 2017 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 2017 given our student cohort, the Year 3 students performed significantly above in Reading and Numeracy and the Year 5 students were significantly above in Reading. The four year average results for students at Preston West Primary School in Year 3 Reading and Numeracy and Year 5 Reading, when compared with similar government schools, are within the top 20%. The school comparison results for our Year 5 NAPLAN Numeracy when compared with similar Government schools are within a similar range, on average, since 2014. The NAPLAN Relative Growth from Year 3 to 5 in 2017 shows between 73 – 84% of children achieving medium and high growth in the three domains of English and between 80% in Numeracy.

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. The core business of the School Improvement Leadership Team is to drive whole school improvement. 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 2018 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 remained relatively constant over the past few years at Preston West Primary. Since 2014 the average number of annual days absent per student was 14 days which was more positive than the state median. Results in 2017 of average days absent per student was lower than the state median, with the average attendance rate at 93% across the school. On adjusted school performance measures in 2017, when compared to similar Government schools, our student attendance results fall into the middle 60%. 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.

Each year the Year 5 and 6 students each year participate in the Attitudes to Schooling Survey. In 2017 the survey was also administered with our Year 4 students. The school ranking on average since 2014 places Preston West Primary School students above the state median with students indicating positive attitudes towards their connectedness to school, their perceptions on safety and management of bullying at school. The 2017 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 agency / involvement and feedback in areas such as learning, curriculum delivery, leadership, extra-curricular 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 2017 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). 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. Embedding the Compass program, Blogs in Prep - Grade 2 and trialling SeeSaw in Grade 3-6 has significantly promoted communications with our parent community. A Parent Satisfaction score of 83.9 % was generated following the 2017 Department of Education and Training's survey. In 2017 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 82.8% on the 2017 Staff Opinion Survey placed Preston West Primary above the state median.

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 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	
<p>Enrolment Profile</p> <p>A total of 689 students were enrolled at this school in 2017, 306 female and 383 male.</p> <p>25 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>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> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</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> Higher</p> <p> Higher</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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>16%</td> <td>48%</td> <td>36%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>44%</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>62%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>63%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>48%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	16%	48%	36%	Numeracy	20%	44%	36%	Writing	25%	62%	13%	Spelling	19%	63%	19%	Grammar and Punctuation	27%	48%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 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>93 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	94 %	92 %	93 %	91 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	94 %	92 %	93 %	91 %	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: 2017</p>	Similar
<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: 2017</p>	Similar

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)

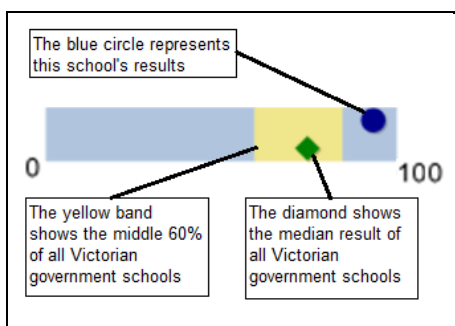
Engagement

- 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).

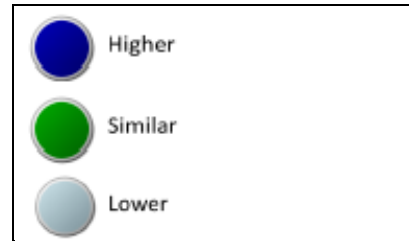


What does *School Comparison* refer to?

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*' 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').



Financial Performance and Position

Financial performance and position commentary

Significant funding has been allocated in the 2018 global budget to support the strategic direction of Preston West Primary School. We have approval from the Victorian School's Building Authority to construct our second gallery between the Grades 5 learning communities. Funding has also been set aside for asphaltting and landscaping. The equity funding received from DET in 2017 was directed towards small group intervention.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Financial Position as at 31 December, 2017

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,690,519	High Yield Investment Account	\$98,424
Government Provided DET Grants	\$548,979	Official Account	\$48,243
Government Grants Commonwealth	\$158,441	Other Accounts	\$900,000
Revenue Other	\$30,147	Total Funds Available	\$1,046,667
Locally Raised Funds	\$634,802		
Total Operating Revenue	\$6,062,888		
Equity¹			
Equity (Social Disadvantage)	\$22,784		
Equity Total	\$22,784		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,252,745	Operating Reserve	\$199,767
Books & Publications	\$1,831	Asset/Equipment Replacement < 12 months	\$20,000
Communication Costs	\$18,777	Capital - Buildings/Grounds incl SMS<12 months	\$190,000
Consumables	\$188,244	Maintenance - Buildings/Grounds incl SMS<12 months	\$100,000
Miscellaneous Expense ³	\$306,102	School Based Programs	\$5,000
Professional Development	\$24,314	Asset/Equipment Replacement > 12 months	\$20,000
Property and Equipment Services	\$509,425	Capital - Buildings/Grounds incl SMS>12 months	\$131,900
Salaries & Allowances ⁴	\$416,203	Maintenance -Buildings/Grounds incl SMS>12 months	\$380,000
Trading & Fundraising	\$29,679	Total Financial Commitments	\$1,046,667
Utilities	\$32,752		
Total Operating Expenditure	\$5,780,071		
Net Operating Surplus/-Deficit	\$282,816		
Asset Acquisitions	\$14,899		

(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 05 March 2018 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.