

2025 Annual Report to the School Community

School Name: Preston Primary School (1494)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 25 March 2026 at 11:48 AM by Janet Paterson (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 25 March 2026 at 11:48 AM by Janet Paterson (Principal)

How to read the Annual Report

What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

'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.

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 disabilities 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').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

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

The core objective of the school is to develop numerate, literate and well-rounded students who have the skills, confidence and desire to continue learning throughout their lives. Our school values are Respect, Responsibility, Resilience, and Learning Success.

At Preston Primary we are committed to creating an encouraging environment which promotes and supports excellence in learning, recognizes and celebrates individual success, and demonstrates respect between students, staff, parents and the wider school community. We actively encourage personal responsibility for student learning, social interactions, personal behaviour and belongings. All stakeholders strive to develop skills, knowledge and confidence, which promote personal resilience. We foster positive mutual interaction so all stakeholders can show respect and honesty with each other. We believe all areas of a child's development should be catered for in their education.

The school provides a co-operative, safe and focused environment where people are treated with respect and fairness. We value participation and positive competition in sport and have a strong focus on The Arts. The socioeconomic demographic and enrolment numbers of the school population has remained relatively stable for a number of years. We have maintained an enrolment of approximately 650 students. In 2025 the school had a total of 58 staff, this included 2 Principal class, 47 teaching class and 9 Education Support staff.

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

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025 our Teacher Judgement of student achievement data reflected excellent student results in numeracy and literacy. The data was above both state and similar schools, which was testament to the planning and implementation of both programs.

Students achieving 'exceeding' and 'strong' in NAPLAN was higher than data for state and similar schools in both Reading and Numeracy at grade 3 and grade 5. The students achieving High or Medium relative growth in both Reading and Numeracy exceeded the state and similar schools.

The students on the Disability and Inclusion program made good progress as outlined in their individual learning plans.

We remained committed to the delivery of quality programs to ensure all students made the required academic growth in numeracy and literacy. We acknowledged the diversity of student abilities and needs, and we closely monitored and scaffolded the learning of every student.

Teams planned together with a focus on student learning and achievement and wellbeing. Our curriculum coordination model which included the literacy and numeracy Learning Specialists attending planning sessions ensured there was a high level of consistency between year levels with regards to curriculum planning and implementation.

At the end of 2025 each team conducted a formal Performance Review of their team's program and student progress for the year. This included student achievement data and identified successes and challenges of the year's program. This information was used to review the programs for 2026 and the future direction of the school.

Some of the successful tools utilised during the year that teams identified and agreed they would take into 2026 and beyond included Essential Assessments, Decodable readers, 3 Way Conferences and greater use of Compass to communicate with families. In 2026 we intend to move to Xuno Maps to track student achievement. We will continue to review and refine our planning and assessment structures to ensure we are best addressing the needs of our students and teaching staff. We will continue to set ambitious standards that take student-learning needs into account.

Wellbeing

We recognise that student wellbeing is a vital component of the school's core business and students need to feel safe and happy in order to learn. In 2025 we maintained a school-wide health and wellbeing program delivered by the wellbeing team including lessons from the Respectful Relationships program, Butterfly Body Bright program and The Resilience Project. The Respectful Relationships program is embedded into the school culture and the students and staff use common language when dealing with students' wellbeing.

There is a school wide emphasis on students displaying the school values of Respect, Resilience, Responsibility and Learning Success throughout the day. These values are embedded within all areas of the curriculum. Year levels presented students with certificates when they observed them displaying the school values.

The grade 3-6 students completed The Resilient Youth Survey. The results of the program were unpacked with a member of The Resilience Project team. The data showed that students in our school scored higher in 'overall life satisfaction' than the norm for Australian schools. Levels of anxiety in our students were lower than the national norm from the survey. The teachers were then able to discuss the results with their grade and address any of the issues identified in the results.

The ATOS survey results were on par with both similar schools and the state in the Sense of Community and managing Bullying.

To support a student's wellbeing we believe there is need for a clearly defined and supportive transition process to assist each child to move to their next year level and new classroom. As the school is on a split site, we run an extensive program throughout Term 4 for our year 1 students, including visits to the senior school to familiarise the students with the other site.

Engagement

Our school has focused on the need to ensure every child attends school every day. This was reflected in our attendance data which indicated lower average absences than similar schools and was similar to the state average. We regularly provided information in our weekly school and year level newsletters relating to the importance of student wellbeing and engagement.

The staff supported students and families through a range of strategies to best manage their individual family situation. The Student Attitudes to School Survey results indicated that our student sense of connectedness to school and management of bullying were on par with both similar schools and the state.

The JSC once again was a very active group within the school and supported chosen charities through a variety of fund-raising events throughout the year. In 2025 the student environmental group focused on sustainability across the school. They ran a very successful bake sale which raised considerable funds that were used to purchase native plants. Under the supervision of a parent they reestablished a large garden bed at the front of the school and planted many new plants.

The student leadership profile incorporated a number of year 6 students and worked on producing a new Positive Behaviour Matrix and expectations. This will be introduced in 2026.

Other highlights from the school year

2025 was a significant year for Preston Primary as we celebrated our 150th year of education. The highlight of the year was an event that celebrated the 150 year anniversary of PPS. The school was packed with former staff, students and parents which created a real buzz! We ran tours, had a photo display which included photos from the various decades since the opening of the school. We showed a video that was made which included interviews with former students from various decades. A room was set up with Devonshire tea which gave people the opportunity to sit down and chat with people they hadn't seen for many years. We were thrilled to have a former student, who had just turned 100, attend on the day. She entertained us with her memories of her time at Preston.

Throughout the year we also had whole school event day which celebrated education at Preston. The year culminated in a book being made which contained thoughts and photos from all of our current students. All families were given a copy of the book.

Our highly successful Art Show was held in Term 4. It was a great opportunity to welcome our families and the wider school community to the school to celebrate the students' achievements in

the Art area. This included both visual and performing arts, showcasing our three school choirs. These choirs also performed regularly at assemblies throughout the year.

We had a large number of students who participated in various sporting events throughout the year. We were successful in winning many events and several students progressed to regional and state levels.

Various year levels held parent exhibitions throughout the year. All of which were well attended by parents and family members of students. Students from different year levels across the school also had the opportunity to attend during the day and after school.

Financial performance

The school is in a very sound financial position. We used locally raised funds to replace the synthetic turf on the oval at the senior school during 2025. Due to the cost the replacement was done under the approval of the VSBA.

The Equity funding that the school received was used to support staff development and professional learning. This funding is a vital inclusion in our overall budget as it ensures we are able to spend time providing staff with valuable professional learning which improves teacher knowledge and delivery which, in turn, improves student outcomes. The school received Commonwealth funding through the OSHC program. This money was used to run the program.

The Student Resource Package Expenditure figures indicate the school was in a small surplus at the end of 2025.

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

**For more detailed information regarding our school please visit our website at
<https://www.preston-ps.vic.edu.au>**

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 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

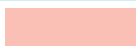


A total of 649 students were enrolled at this school in 2025, 333 female and 316 male. 13% had English as an additional language and 1% were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Low**.


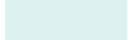

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	87.0%	
	Similar schools	76.9%	
	State	82.0%	

School Staff Survey


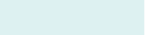




The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	74.8%	
	Similar schools	79.1%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Prep - 6 % of students at or above age expected standards	School	95.9%	
	Similar schools	93.2%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	95.5%	
	Similar schools	92.6%	
	State	84.2%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.


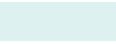


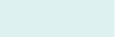

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	90.4%	85.9%
	Similar schools	82.5%	82.1%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	92.9%	87.6%
	Similar schools	85.7%	85.6%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	92.9%	81.9%
	Similar schools	81.9%	80.7%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	86.0%	79.4%
	Similar schools	83.1%	81.6%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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'.




A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	77.1%	
	Similar schools	75.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	77.4%	
	Similar schools	74.3%	
	State	74.0%	

WELLBEING




Student Attitudes to School – Sense of Connectedness

The percentage 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	75.2%		71.6%
	Similar schools	75.2%		76.4%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

The percentage 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	75.0%		72.0%
	Similar schools	74.5%		75.2%
	State	76.4%		75.8%

ENGAGEMENT








Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	18.0	18.3
	Similar schools	17.9	18.2
	State	21.5	21.7

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	92.3%	
Year 1	School	90.9%	
Year 2	School	91.3%	
Year 3	School	92.0%	
Year 4	School	89.8%	
Year 5	School	90.8%	
Year 6	School	89.5%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$6,238,432
Government Provided DET Grants	\$666,297
Government Grants Commonwealth	\$470,831
Government Grants State	\$0
Revenue Other	\$91,954
Locally Raised Funds	\$983,523
Capital Grants	\$0
Total Operating Revenue	\$8,451,036

Equity	Actual
Equity (Social Disadvantage)	\$53,331
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$53,331

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$6,286,014
Adjustments	\$0
Books & Publications	\$4,894
Camps/Excursions/Activities	\$281,493
Communication Costs	\$6,965
Consumables	\$255,235
Miscellaneous Expenses ²	\$29,505
Agency Staff	\$30,170
Professional Development	\$14,086
Equipment/Maintenance/Hire	\$89,959
Property Services	\$245,385
Salaries & Allowances ³	\$951,402
Support Services	\$64,301

Expenditure	Actual
Trading & Fundraising	\$172,095
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$50,726
Total Operating Expenditure	\$8,482,230
Net Operating Surplus/-Deficit	(\$31,194)
Asset Acquisitions	\$0

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$1,576,328
Official Account	\$114,943
Other Accounts	\$0
Total Funds Available	\$1,691,271

Financial Commitments	Actual
Operating Reserve	\$366,036
Other Recurrent Expenditure	\$89,004
Provision Accounts	\$0
Funds Received in Advance	\$80,000
School Based Programs	\$300,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,320
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$680,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,557,360

All funds received from the Department of Education, 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.