

2022 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 (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 of the previous calendar year 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 26 April 2023 at 03:29 PM by Janet Paterson (Principal)

- This 2022 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 26 April 2023 at 08:04 PM by Alison Harvey (School Council President)

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
- 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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
-

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 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').

About Our School

School context

Preston Primary School is dedicated to realising the potential in all children 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 promote students to take personal responsibility for their 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 socio-economic demographic and enrolment numbers of the school population has remained relatively stable for a number of years. Due to our enrolment ceiling, we have maintained an enrolment of approximately 670 students. In 2022 the school had a total of 60 staff, this included 2 Principal class, 48 teaching class and 10 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 2022 our NAPLAN and Teacher Judgement of student achievement data both reflected excellent student results in numeracy and literacy. The students in the Program for Students with a Disability (PSD) made steady progress as outlined in their individual learning plans.

After two years of Remote Learning, we were 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 wellbeing. Our curriculum coordination model ensured there was a high level of communication between year levels with regards to curriculum planning and implementation. At the end of 2022 each team conducted a formal Performance Review of their team's program and student progress for the year. This included student achievement data, wellbeing information and identified successes and challenges of the year's program. This information was used to review the programs for 2023 and passed on to the 2023 teams that would be teaching the students.

Some of the successful things utilised during the year that teams identified and agreed they would take into 2023 and beyond included Essential Assessments, The Resilience Project, Google Classrooms, 3 Way Conferences, PM-eCollections program in years P-4 and greater use of email to communicate with families.

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 recognize 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. Students are still experiencing the residual effects of the significant time Victoria spent in lockdown and Remote Flexible Learning. We supported students and families through a wide variety of personal and family issues. We continued to implement the DET Resilience, Rights, and Respectful Relationships program. The program is embedded into the school culture and the students and staff use common language when dealing with student's wellbeing. During 2022 we supplemented the RRRR Program with The Resilience Project. Martin Heppel provided Professional Learning for the staff and did presentations for students and parents about the program. The staff also participated in PL about using data from our school's results from the Resilient Youth Survey, which was done in conjunction with The Resilience Project. Students participated in weekly Resilience Project classroom sessions focussing on the core principles of Gratitude, Empathy and Mindfulness.

In 2022 all students participated in daily wellbeing sessions and the academic focus was on English and Mathematics. Upon arriving at school each morning students would walk straight into their classroom and work on mindfulness activities until the commencement of formal tuition. The children appeared to enjoy this procedure and it made for a very calm and orderly start to the school day.

Our normal procedure is to run a Pre-School to School Transition program that includes students and parents. We liaise with our local pre-school centres to gather relevant information about each child. To support a student's wellbeing we believe there is need for a clearly defined and supportive transition program to assist each child move to their next year level and new classroom, and teacher and peers. 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 site. Our Year 2 students host an Information session for the Year 1 students and parents, which includes information about the Year 2 program and the Senior School. This has proven to be a very successful program as it alleviates any concerns students and parents might have in regard to moving to a new site. In 2022 our year level transition included students spending half a day with their 2023 teacher. This process gave the students the opportunity to meet their new teacher and the other students in their class. It also provided the teacher with the opportunity to get to know their students prior to the beginning of the school year. We included our future preps in the transition day, which occurs in early December. In 2022 we had an extensive hand-over program to the 2023 teacher and year level team. This included cohort and individual student data and well-being issues. A follow-up session was held early in the 2023 school year to enable the teachers to gain further information as they were then more familiar with each student. Our Year 6 students moved on to a diverse range of secondary schools both within and beyond our neighbourhood area. We liaised with the secondary transition coordinators to ensure all relevant information about each child was passed on.

Engagement

Our school has focused on the need to ensure every child attends school every day. We regularly provided information in our weekly school and year level newsletters relating to the importance of student's wellbeing and engagement. We were very mindful of the stresses families were experiencing due to the residual effects of lockdown. The staff supported the 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 not consistent with previous years. We believe this to be a result of two years of Remote Learning and a decline in the resilience of our students.

The JSC once again became a very active group within the school and supported chosen charities through a variety of fund-raising events throughout the year. We are an accredited eSmart school and as such acknowledge and promote the need to educate all of our students on the safe and responsible use of technology. The Grade 5 students completed the Digital Passport program, and the Grade 6 students completed the eSmart Digital License program. Cyber safety is consistently promoted across all year levels.

Other highlights from the school year

Being the first full year of onsite learning since covid and the easing of restrictions 2022 saw the return of many previously successful activities and events.

All of the year 4 to 6 camp programs ran with minimal restrictions. Each of these camps promoted student engagement and connectedness to peers.

The year 6 students were able to participate in their long held tradition of the Drama Show where they performed in front of a live audience at Reservoir High School.

Our highly successful Art Show returned in Term 4. It was a great opportunity to welcome our families and the wider school community back on to the school grounds to celebrate the students achievements in the Art area. This include both visual and performing arts.

In 2022 we began a partnership with the Oakhill Food Justice Farm. Every grade visited the farm each term to engage in sustainability activities including the growing of fresh produce.

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

Financial performance

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 Student Resource Package Expenditure figures indicate the school was in surplus at the end of 2022.

In 2021 the school received funding from the state government to build permanent student toilets at the Junior School site. Included in these works was the removal of the relocatable toilets and reinstatement of the area. The school contributed funds towards the completion of this project which was completed in term one 2023. In 2022 the school undertook the replacement of external cyclone fencing and gates at both the Junior and Senior School sites.

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 661 students were enrolled at this school in 2022, 328 female and 333 male.

16 percent of students had English as an additional language and 2 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).

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.

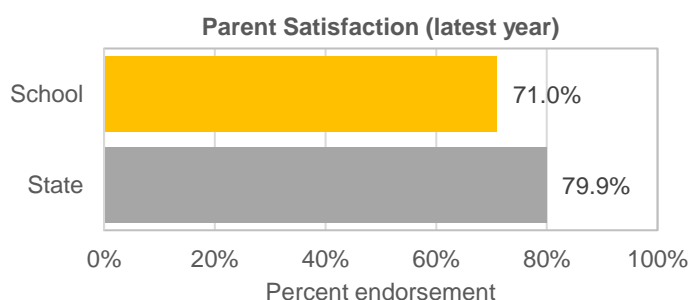
This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

| Parent Satisfaction | Latest year (2022) |
|----------------------------------|-----------------------|
| School percent endorsement: | 71.0% |
| State average (primary schools): | 79.9% |



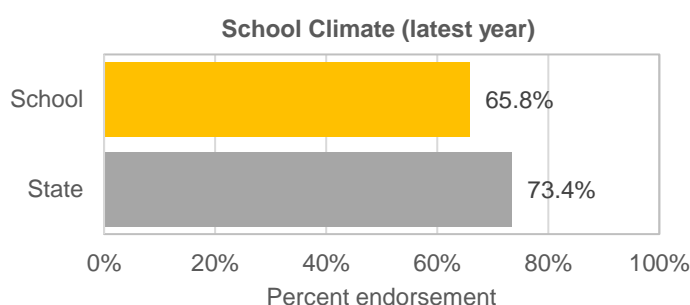
School Staff Survey

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.

| School Climate | Latest year (2022) |
|----------------------------------|-----------------------|
| School percent endorsement: | 65.8% |
| State average (primary schools): | 73.4% |



LEARNING

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
(2022)

School percent of students at or above age expected standards:

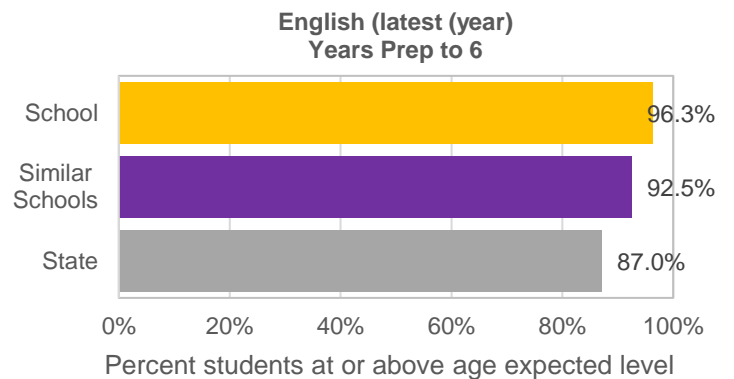
96.3%

Similar Schools average:

92.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

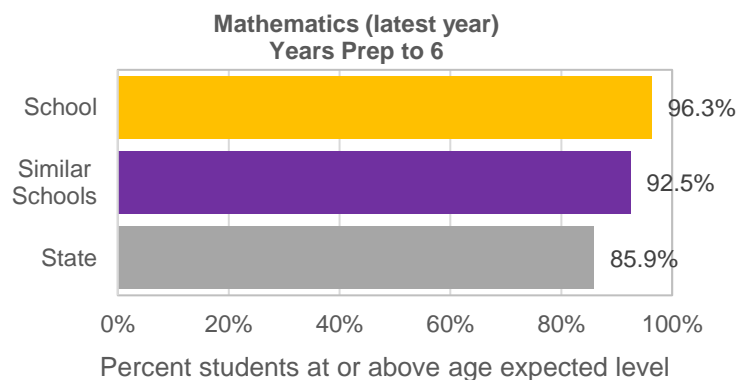
96.3%

Similar Schools average:

92.5%

State average:

85.9%



LEARNING (continued)

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.

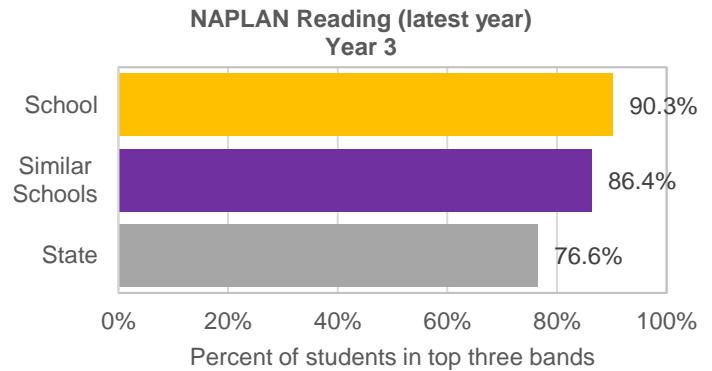
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

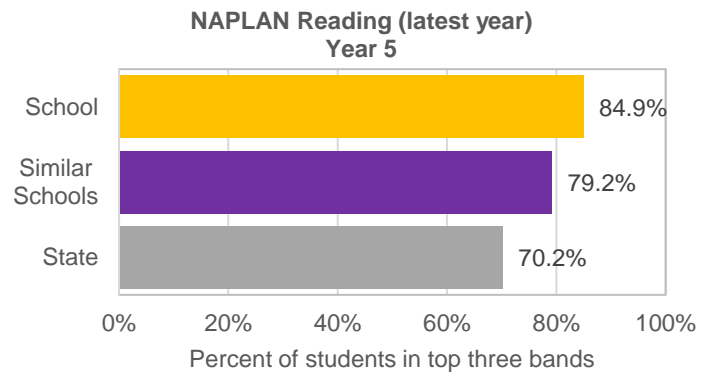
Reading Year 3

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 90.3% | 90.2% |
| Similar Schools average: | 86.4% | 86.5% |
| State average: | 76.6% | 76.6% |



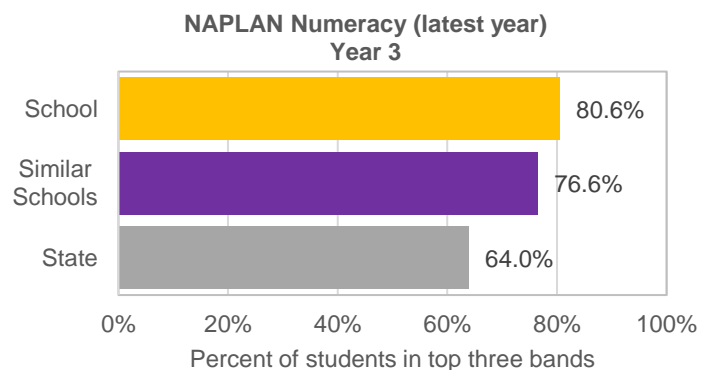
Reading Year 5

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 84.9% | 83.3% |
| Similar Schools average: | 79.2% | 79.0% |
| State average: | 70.2% | 69.5% |



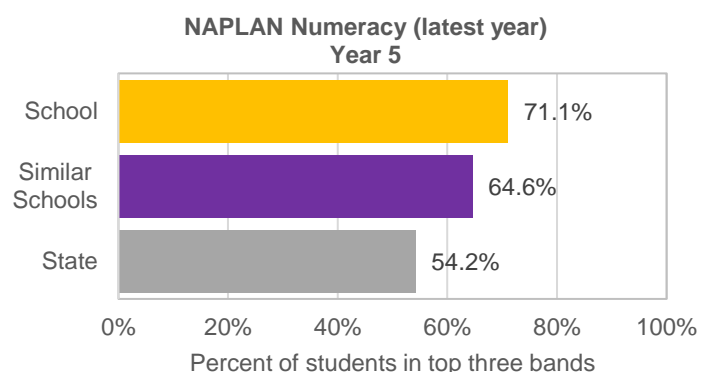
Numeracy Year 3

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 80.6% | 78.0% |
| Similar Schools average: | 76.6% | 78.1% |
| State average: | 64.0% | 66.6% |



Numeracy Year 5

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students in top three bands: | 71.1% | 73.2% |
| Similar Schools average: | 64.6% | 69.7% |
| State average: | 54.2% | 58.8% |



WELLBEING

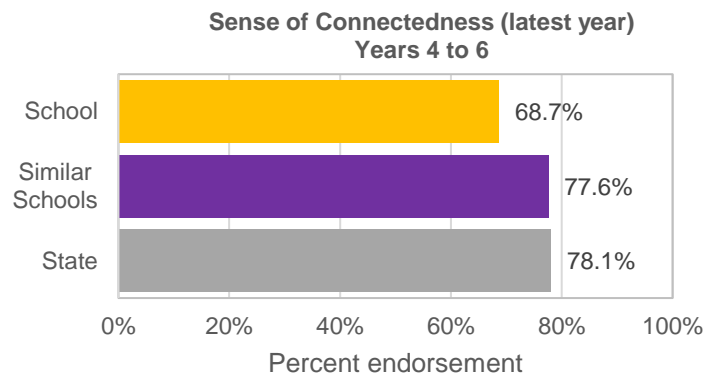
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Sense of Connectedness Years 4 to 6

| | Latest year (2022) | 4-year average |
|-----------------------------|-----------------------|-------------------|
| School percent endorsement: | 68.7% | 75.1% |
| Similar Schools average: | 77.6% | 79.5% |
| State average: | 78.1% | 79.5% |

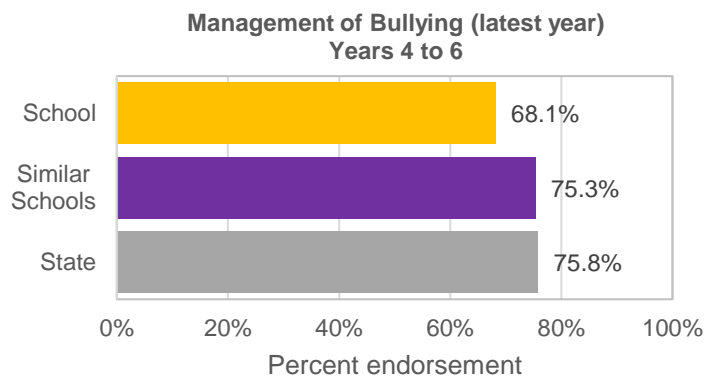


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

| | Latest year (2022) | 4-year average |
|-----------------------------|-----------------------|-------------------|
| School percent endorsement: | 68.1% | 74.7% |
| Similar Schools average: | 75.3% | 77.8% |
| State average: | 75.8% | 78.3% |



ENGAGEMENT

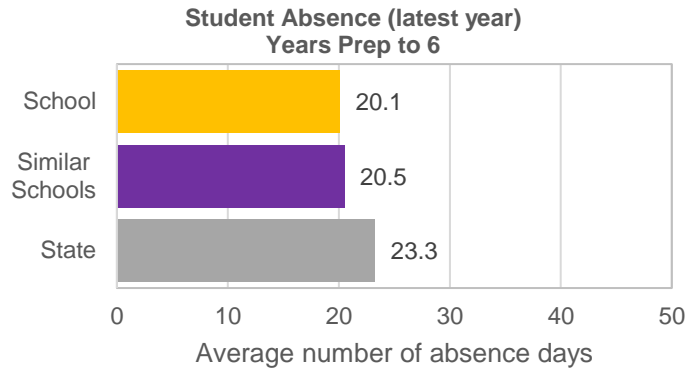
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School average number of absence days: | 20.1 | 13.5 |
| Similar Schools average: | 20.5 | 14.1 |
| State average: | 23.3 | 17.0 |



Attendance Rate (latest year)

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

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2022): | 90% | 90% | 91% | 89% | 90% | 90% | 90% |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$5,461,520 |
| Government Provided DET Grants | \$665,010 |
| Government Grants Commonwealth | \$248,317 |
| Government Grants State | \$0 |
| Revenue Other | \$41,500 |
| Locally Raised Funds | \$659,643 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$7,075,990 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$48,913 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$48,913 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$5,435,424 |
| Adjustments | \$0 |
| Books & Publications | \$3,722 |
| Camps/Excursions/Activities | \$230,881 |
| Communication Costs | \$5,827 |
| Consumables | \$170,462 |
| Miscellaneous Expense ³ | \$22,227 |
| Professional Development | \$19,512 |
| Equipment/Maintenance/Hire | \$143,046 |
| Property Services | \$144,012 |
| Salaries & Allowances ⁴ | \$744,074 |
| Support Services | \$35,966 |
| Trading & Fundraising | \$115,939 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$51,637 |
| Total Operating Expenditure | \$7,122,728 |
| Net Operating Surplus/-Deficit | (\$46,738) |
| Asset Acquisitions | \$88,338 |

- (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 25 Feb 2023 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 2022

| Funds available | Actual |
|-------------------------------|--------------------|
| High Yield Investment Account | \$1,304,177 |
| Official Account | \$50,486 |
| Other Accounts | \$0 |
| Total Funds Available | \$1,354,663 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$259,583 |
| Other Recurrent Expenditure | \$3,662 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$23,570 |
| School Based Programs | \$329,177 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$4,809 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$90,000 |
| Capital - Buildings/Grounds < 12 months | \$200,000 |
| Maintenance - Buildings/Grounds < 12 months | \$290,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$1,200,802 |

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.