

2016 Annual Report to the School Community



School Name: Preston North East Primary School

School Number: 4764



Name of School Principal:	Phillip Banks _____
Name of School Council President:	Tracy Lancaster _____
Date of Endorsement:	March 20 th 2017 _____

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



About Our School

School Context

Preston North East Primary School, established in 1957, is located close to the Darebin Creek Parklands and the Northland Shopping Complex in Preston. The school has remained substantially the same during its lifetime although a number of building renovations have occurred over the years to accommodate the growth of the school population. Building the Education Revolution Program – Primary Schools in the 21st century has resulted in four new classrooms and a library replacing three older style classrooms. The school has a very welcoming physical environment.

The school's motto of "Learning and Growing Together" is embedded in its purpose statement of "supporting and extending all individual students achievement in a caring and challenging learning environment that equips our students to become valued members of the community." School values of individual excellence, confidence and persistence, respect for others and resilience are reinforced daily through all aspects of school life. A commitment to improving the achievement of all students is evident across the school.

The student population is diverse, with over 30 nationalities and varying socio-economic backgrounds. The enrolment in 2016 was 359 which included 8 fee paying students.

In 2016, 61% of total enrolments were students with a Language Background Other Than English (LBOTE). English as an Additional Language (EAL) funded students made up a substantial 55% of the total 2016 enrolments. Other significant cohorts within the total enrolment mix include an average of 12% Koori and 12 students funded through the Program for Students with Disabilities (PSD).

The average class sizes were 20 students in 2016. Intervention programs included Levelled Language Intervention (LLI), English as an Additional Language Support and Speech Therapy. An extension program in mathematics was introduced in 2016 and the school also has specialist programs in Art, Music, PE and LOTE (Italian). As well as these programs mother tongue classes are taught in Mandarin and Vietnamese.

Preston North East Primary School offers a challenging and comprehensive curriculum that equips children with the necessary skills and knowledge to become well-adjusted adults and contributing members of the community. The school maintains an extensive curriculum in all domains.

Framework for Improving Student Outcomes (FISO)

The school focused on 3 areas of FISO in 2016. The first was the expansion of the school's Peer Observation program (FISO Excellence in Teaching and Learning) where the focus was on whole school practices. This was implemented throughout the school in classrooms, including specialist programs and support programs such as EAL and Levelled Literacy support. This saw a more consistent approach to teaching and learning being implemented throughout the school. The second was the development of student-led inquiry units (FISO Positive Climate for Learning). These units helped increased student engagement and maintain the excellent results we have experienced in the Student Attitudes to School Survey. The third was the development of a kindergarten program (FISO Community Engagement in Learning). This program helped improve the link between the school and the community, engaging parents to the various support networks we as a school can offer. For several students it enabled the implementation of earlier support (such as Speech therapy) once the student commenced school.

Achievement

The student achievement based on teacher judgement across prep to year 6 was higher in both numeracy and English. This trend has continued in the Year 3 NAPLAN results where the reading and numeracy results were higher than other schools. In the Year 5 results the students' reading results were similar to other schools, however the 2016 numeracy was lower with the four-year average being similar. The NAPLAN learning gain across the 5 areas have predominately seen low levels of high growth particularly in numeracy. Reading was the only area that showed 23% high growth from 2014 to 2016.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

The school's attendance data is rated as lower than other similar schools with an attendance rate of 89.5% across the Prep to Year 6. As a school a high focus on improving student attendance data was maintained in 2016. Class attendance results were promoted at assembly each month and classes with the highest attendance received class rewards. Parents are regularly contacted if a student misses school and reminders of the importance of attending school is regularly published in the school newsletter and announced at assemblies. The creation of the free swimming program and visit of a group of Vietnamese students in 2016 helped create a short-term spike in student attendance.



Wellbeing

In both school connectedness and perceptions of safety the school was similar to other schools with similar backgrounds with the four-year average being higher than schools with similar backgrounds. The school has continued to provide a curriculum that is relevant and engaging for the students while at the same time provide the supports that ensure a safe environment for the students to learn in.

For more detailed information regarding our school please visit our website at www.pneps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

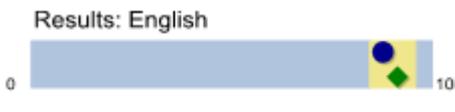
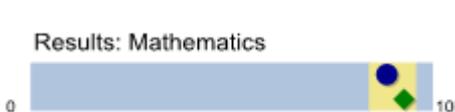
Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 359 students were enrolled at this school in 2016, 171 female and 188 male. There were 55% of EAL (English as an Additional Language) students and 12% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

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> Similar</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35%</td> <td>42%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>49%</td> <td>49%</td> <td>2%</td> </tr> <tr> <td>Writing</td> <td>43%</td> <td>48%</td> <td>9%</td> </tr> <tr> <td>Spelling</td> <td>39%</td> <td>48%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>50%</td> <td>43%</td> <td>7%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	35%	42%	23%	Numeracy	49%	49%	2%	Writing	43%	48%	9%	Spelling	39%	48%	14%	Grammar and Punctuation	50%	43%	7%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <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>90 %</td> <td>85 %</td> <td>88 %</td> <td>90 %</td> <td>91 %</td> <td>92 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	85 %	88 %	90 %	91 %	92 %	90 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	85 %	88 %	90 %	91 %	92 %	90 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>

How to read the Performance Summary

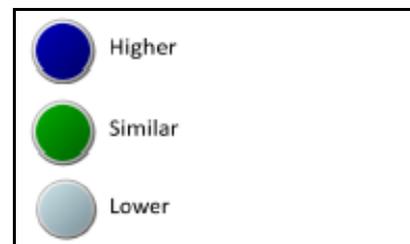
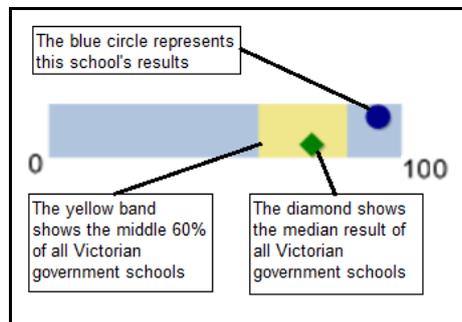
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

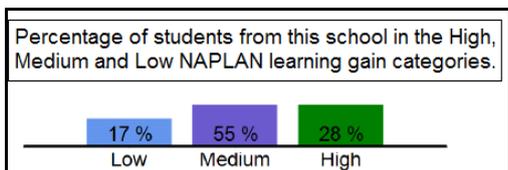
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$3,370,775
Government Provided DET Grants	\$964,873
Government Grants Commonwealth	\$45,646
Revenue Other	\$30,508
Locally Raised Funds	\$152,557
Total Operating Revenue	\$4,564,359

Expenditure	
Student Resource Package	\$3,315,907
Books & Publications	\$2,837
Communication Costs	\$8,774
Consumables	\$128,734
Miscellaneous Expense	\$193,348
Professional Development	\$42,822
Property and Equipment Services	\$297,895
Salaries & Allowances	\$143,823
Trading & Fundraising	\$49,426
Travel & Subsistence	\$1,704
Utilities	\$37,088
Total Operating Expenditure	\$4,222,358
Net Operating Surplus/-Deficit	\$342,002
Asset Acquisitions	\$6,636

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$450,853
Official Account	\$8,145
Other Accounts	\$358,639
Total Funds Available	\$817,637

Financial Commitments	
Operating Reserve	\$118,289
Asset/Equipment Replacement < 12 months	\$70,000
Capital - Buildings/Grounds incl SMS<12 months	\$72,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$120,000
Revenue Received in Advance	\$45,250
School Based Programs	\$207,097
Other recurrent expenditure	\$40,000
Asset/Equipment Replacement > 12 months	\$35,000
Capital - Buildings/Grounds incl SMS>12 months	\$60,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$50,000
Total Financial Commitments	\$817,637

The school's annual financial result has shown a surplus which is a result of a combination of the introduction of the equity funding and sound financial management. The equity funding is enabling the school to provide additional teaching and learning opportunities for our students.

There were no extraordinary revenue or expenditure items.

The school received \$45,646 in commonwealth funding which is the total of Out of School Hours Care rebates.

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.