

2019 Annual Report to The School Community



School Name: Preston North East Primary School (4764)



- 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 2019 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 10 June 2020 at 12:39 PM by Phillip Banks (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 11 June 2020 at 11:25 AM by Belinda McKay (School Council President)

About Our School

School context

To provide a caring and challenging learning environment that equips children with the necessary skills to become valued members of the community.

The school's values are:

- ? To aim for individual excellence;
- ? To be confident and persistent;
- ? To respect and value others;
- ? To be resilient.

Preston North East Primary School, located close to Northland Shopping Complex and the Darebin Creek Parklands, has provided education to the local community for 60 years. The school's motto is "Learning and Growing Together" and its purpose statement is providing a caring and challenging learning environment that equips children with the necessary skills to become valued members of the community. School values of individual excellence, confidence and persistence, respect for others and resilience provide guiding beliefs for action by all members of the school community. The school has a very welcoming physical environment with a range of educational facilities.

In 2019, a total of 30.4 FTE staff were employed at the school (19.5 teaching and 10.9 non-teaching). This staffing complement consisted of two Principal class, and 17.5 teachers, along with 8.9 EFT Education Support Staff. The school's 2019 enrolment was approximately 280 students with a Student Family Occupation (SFO) index of 0.7924, above the state median of 0.51 for Victorian Schools. This indicated that, on average, the socio-economic status of the families at the school based on the school parents' occupations was in the low category of all schools. The student population is diverse, with over 30 nationalities represented from varying socio-economic backgrounds. The school's curriculum framework incorporated the eight learning areas required by the Education and Training Reform Act 2006 and is aligned to the Victorian Curriculum. In addition, a broad range of curriculum and extra opportunities was provided to students. These included specialist Literacy, Numeracy and English as a Second Language support, specialist teachers for Art, Music, PE and Italian.

Framework for Improving Student Outcomes (FISO)

In 2019 the school continued to focus on two areas of FISO. The first was Building Practice Excellence. The Key Improvement Strategies (KIS) included the development of consistent and school-wide assessment schedules in both English and mathematics. Alongside this the KIS of adopting whole school teaching and learning strategies that include those parts of the teaching regarded as not negotiable. Working with consultants in both English and mathematics as well as the school's Learning Specialist and Leading Teachers consistent teaching strategies have been adopted across the school. Using DET's High Impact Teaching Strategies (HITS) a focus on structuring lessons and explicit teaching was used to ensure consistency across the school.

The other area of FISO was Empowering Students and Building School Pride. The development of Collaborative Learning continued to be a priority across the school. The school's sticker program themed around learning, safety and respect was continued. The development of Student Voice and Agency throughout the school has seen a change in the way the student leaders are elected and the roles they will fulfill; enhanced the role of the Junior School Council and have restructured how their meetings are conducted. In 2019 all staff participated in the Berry Street Education Model and completed the final three modules.

Achievement

In 2019 the school's major focus continued to be the improvement of student outcomes in literacy and numeracy. The use of two consultants to work with staff as well as our own learning specialist and leading teacher working with individual teachers on their teaching practice has resulted in more consistent practices and improved outcomes across the school except in the area of Year 3 Reading. In literacy the focus was on writing and in numeracy it was problem solving. Teacher judgement in both English and mathematics showed a lower level of improvement to schools like Preston North East. Year 3 NAPLAN in Reading showed a lower level of improvement to schools like Preston North

East while the 4-year average was similar. Numeracy was similar for both the 2019 result and the 4-year average. The Year 5 Reading result was similar than schools like Preston North East with the 4-year average for Reading being also being similar. The 2019 result for numeracy was similar with the 4-year average also being similar than schools like Preston North-East. High growth was recorded for Reading (27%), Numeracy (30%), Writing (19%), Spelling (17%) and Grammar & Punctuation (19%). It is intended to maintain a focus on both literacy and numeracy in 2020 with writing being the key focus in literacy. All Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals.

Engagement

At Preston North-East the student attendance result was lower than schools like Preston North-East in both the 2019 and 4-year average result. The attendance rate across the Prep to Year 6 was 89.43% which is a slight improvement from 2018. The school has continued to be in regular contact with families whose children are missing school as well as other agencies like DHHS. In 2019 the school continued to promote class attendance results at assembly each month and classes with the highest attendance received class rewards. Using the Berry Street Education Module as well as whole school strategies around the school values a positive school environment and culture is being nurtured to encourage students to attend school regularly. The school will also continue to work with other agencies to encourage families to send their children to school regularly. The school continues to be frustrated at the number of families taking extended overseas holidays and of a number of students who have significant issues with school refusal.

Wellbeing

Our major focus for our Social and Emotional Learning in 2019 continued to be the Berry Street Education Model where all staff (teaching, non-teaching and ancillary) completed the final 3 modules. These were "Stamina", "Engagement" and "Character" with the aim to use an evidence-based and trauma informed approach to wellbeing across the school. The consolidation of the use of calm-down corners and "brainbreaks" as well as strategies to promote self-regulation across all classes in the school have seen a marked decrease in issues escalating outside of the classroom environment. Issues in the schoolground have dramatically decreased also.

In "Sense of Connectedness" the school was above schools with similar backgrounds in both 2019 and the three-year average. In the area of "Management of Bullying" the school was similar to other schools with similar backgrounds in both 2019 and the three-way average. In 2020 the school will continue to consolidate the Berry Street Education Model, actively promote the school's values linking them to our whole school awards. The continued use of small group workshops, "Connect" program for boys, Canine Connect and the consistent application of discipline procedures has contributed to a more positive response.

Financial performance and position

The school's annual result was a deficit of \$27,282 resulting from employing extra staff being employed using both credit and cash from the equity funding.

The school received equity funding which was used to employ additional classroom teachers and other services like a speech pathologist. The equity funding is enabling the school to provide additional teaching and learning opportunities for our students and its sound expenditure is part of current whole school planning. In 2019 equity funding has been committed to smaller classes, literacy and numeracy consultants, a speech pathologist, Occupational Therapy along with other initiatives like fee relief and swimming program at no cost to families.

The school received no additional State or Commonwealth Government funding.

For more detailed information regarding our school please visit our website at
<https://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 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

Enrolment Profile

A total of 280 students were enrolled at this school in 2019, 142 female and 138 male.

52 percent were EAL (English as an Additional Language) students and 11 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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





School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).














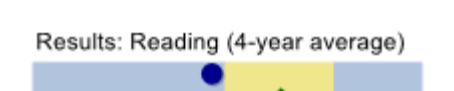




Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Below ●</p> <p>Below ●</p>

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar
		 Below	
Achievement	Student Outcomes	Similar 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>Below </p> <p>Similar </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>	

Performance Summary

Achievement	Student Outcomes	Similar 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>	<p>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>91 %</td> <td>89 %</td> <td>87 %</td> <td>92 %</td> <td>86 %</td> <td>89 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	89 %	87 %	92 %	86 %	89 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	89 %	87 %	92 %	86 %	89 %	92 %										

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: ◆ Key: Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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>Above ●</p>
<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>Similar ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,059,964	High Yield Investment Account	\$789,995
Government Provided DET Grants	\$698,794	Official Account	\$6,390
Government Grants Commonwealth	\$10,040	Other Accounts	\$0
Revenue Other	\$32,345	Total Funds Available	\$796,385
Locally Raised Funds	\$94,950		
Total Operating Revenue	\$3,896,092		
Equity¹			
Equity (Social Disadvantage)	\$874,230		
Equity Total	\$874,230		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,051,741	Operating Reserve	\$127,864
Books & Publications	\$2,594	Provision Accounts	\$180
Communication Costs	\$6,935	Funds Received in Advance	\$61,034
Consumables	\$70,226	School Based Programs	\$74,640
Miscellaneous Expense ³	\$236,976	Asset/Equipment Replacement < 12 months	\$46,500
Professional Development	\$19,544	Capital - Buildings/Grounds < 12 months	\$50,000
Property and Equipment Services	\$258,568	Maintenance - Buildings/Grounds < 12 months	\$65,000
Salaries & Allowances ⁴	\$174,311	Asset/Equipment Replacement > 12 months	\$80,000
Trading & Fundraising	\$32,962	Capital - Buildings/Grounds > 12 months	\$145,000
Travel & Subsistence	\$9,525	Maintenance - Buildings/Grounds > 12 months	\$145,000
Utilities	\$44,554	Total Financial Commitments	\$795,218
Total Operating Expenditure	\$3,907,936		
Net Operating Surplus/-Deficit	(\$11,844)		
Asset Acquisitions	\$0		

- (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 20 March 2020 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.

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)

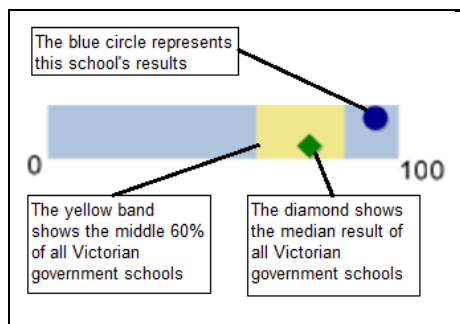
Engagement

- 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).

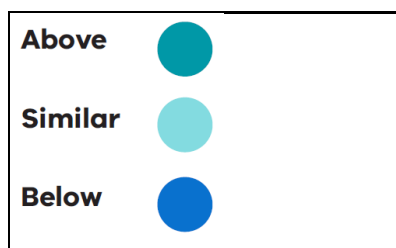


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' 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').