

# 2018 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](http://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 2018 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 18 March 2019 at 01:05 PM by Phillip Banks  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 19 March 2019 at 07:37 AM by Tracy Lancaster  
(School Council President)

## 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.

In 2018 a new building consisting of 10 classrooms, an art room and several breakout rooms was built to replace the “South Building” which was one of the original buildings built in 1957. This project was funded under the Asbestos Replacement Program. For three terms 10 classes operated out of portable classrooms while the new building was being built.

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 2018 was 325 which included 4 fee paying students. The student enrolment numbers do fluctuate throughout the year.

In 2018, 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 52% of the total 2018 enrolments. Other significant cohorts within the total enrolment mix include an average of 11% ATSI and 12 students funded through the Program for Students with Disabilities (PSD).

The average class sizes were 21 students in 2018. Intervention programs included Levelled Language Intervention (LLI), English as an Additional Language Support and Speech Therapy. An extension program in mathematics was continued in 2018 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. In total the school had 29 EFT teaching staff which included two principal class and a leading teacher working outside of the classroom in welfare and wellbeing.

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)

In 2018 the school focussed 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 was seen as a priority across the school and the staff participated in two twilight professional learning sessions focussed on this area. As well as this Inquiry Models were developed and a whole school promotion of the school's values was launched with a series of stickers given to students themed around learning, safety and respect.

In 2018 all staff participated in the Berry Street Education Model and completed the first two modules.

### **Achievement**

In 2018 the school's major focus was to improve the 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. In literacy the focus was on reading and in numeracy it was problem solving.

Teacher judgement in both English and mathematics showed a similar level of improvement to schools like Preston North East. Year 3 NAPLAN in Reading showed a similar level of improvement to schools like Preston North East while the 4-year average was higher. Numeracy was higher for both the 2018 result and the 4-year average.

The Year 5 Reading result was higher than schools like Preston North East with the 4-year average for Reading being similar. The 2018 result for numeracy was also similar with the 4-year average being lower than schools like Preston North-East.

High growth was recorded for Reading (33%), Numeracy (19%), Writing (11%), Spelling (26%) and Grammar & Punctuation (22%). The school's results showed significant improvement on the 2017 results. It is intended to maintain a focus on both literacy and numeracy in 2019 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 2018 and 4-year average result. The attendance rate across the Prep to Year 6 was 88.14%. The school has continued to be in regular contact with families whose children are missing school as well as other agencies like DHHS.

In 2018 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**

As a major focus for our Social and Emotional Learning in 2018 the school introduced the Berry Street Education Model. All staff (both teaching, non-teaching and ancillary) participated and completed the first two modules. These were "Body" and "Relationships" with the aim to use an evidence-based and trauma informed approach to wellbeing across the school. 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 decrease in issues escalating further.

In both "Sense of Connectedness" and "Management of Bullying" the school was similar to other schools with similar backgrounds. In 2019 the school will complete its training in the Berry Street Education Model with the modules Stamina, Engagement and Character to be completed. These will focus on resilience and build on positive emotions.

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 \$92,741 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 2018 equity funding has been committed to smaller classes, coaching staff and curriculum consultants along with other initiatives like fee relief and swimming.

The school received no additional State or Commonwealth Government funding.

## 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

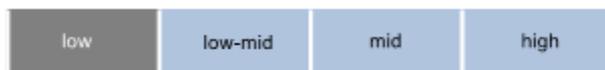
#### Enrolment Profile

A total of 325 students were enrolled at this school in 2018, 150 female and 175 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.



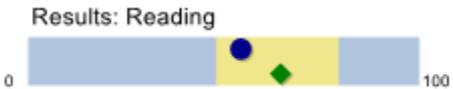
## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</p> <p> Similar</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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> 	<ul style="list-style-type: none"> <li> Similar</li> <li> Higher</li> <li> Higher</li> <li> Higher</li> </ul>
<p><b>NAPLAN Year 5</b></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> 	<ul style="list-style-type: none"> <li> Higher</li> <li> Similar</li> <li> Similar</li> <li> Lower</li> </ul>

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>37%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>35%</td> <td>46%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>44%</td> <td>44%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>59%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>41%</td> <td>37%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	37%	33%	Numeracy	35%	46%	19%	Writing	44%	44%	11%	Spelling	15%	59%	26%	Grammar and Punctuation	41%	37%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b>            A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 909 1018 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>86 %</td> <td>88 %</td> <td>85 %</td> <td>89 %</td> <td>88 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	86 %	88 %	85 %	89 %	88 %	91 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	86 %	88 %	85 %	89 %	88 %	91 %										

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</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, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,673,574	High Yield Investment Account	\$360,129
Government Provided DET Grants	\$621,971	Official Account	\$3,061
Government Grants Commonwealth	\$14,083	Other Accounts	\$457,480
Revenue Other	\$31,136	<b>Total Funds Available</b>	<b>\$820,670</b>
Locally Raised Funds	\$144,320		
<b>Total Operating Revenue</b>	<b>\$4,485,085</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$958,994		
<b>Equity Total</b>	<b>\$958,994</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,698,864	Operating Reserve	\$131,676
Books & Publications	\$2,747	Provision Accounts	\$54
Communication Costs	\$12,913	Funds Received in Advance	\$90,159
Consumables	\$110,251	Repayable to the Department	\$180,000
Miscellaneous Expense <sup>3</sup>	\$269,480	Asset/Equipment Replacement < 12 months	\$75,000
Professional Development	\$25,973	Capital - Buildings/Grounds < 12 months	\$135,000
Property and Equipment Services	\$215,774	Maintenance - Buildings/Grounds < 12 months	\$50,000
Salaries & Allowances <sup>4</sup>	\$162,929	Capital - Buildings/Grounds > 12 months	\$130,000
Trading & Fundraising	\$34,182	Maintenance - Buildings/Grounds > 12 months	\$28,781
Utilities	\$44,711	<b>Total Financial Commitments</b>	<b>\$820,670</b>
<b>Total Operating Expenditure</b>	<b>\$4,577,825</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$92,741)</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(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 15 March 2019 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)

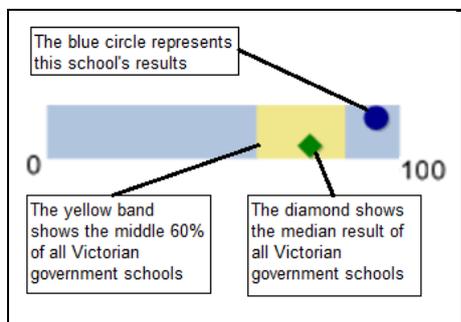
### Engagement

- 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).

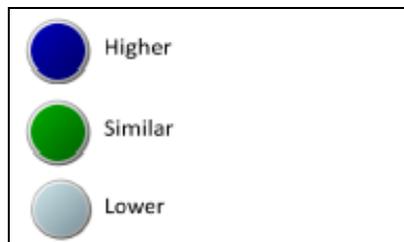


## What does *School Comparison* refer to?

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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' 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').