

# Prestons Public School

## Annual Report



2017



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## Introduction

The Annual Report for **2017** is provided to the community of **Prestons Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Liz Van Der Meulen

Principal

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# School background

## School vision statement

Prestons Public School is driven by a shared commitment by all key stakeholders, to develop and promote a school culture that is built and sustained on the values of excellence, collaboration, inclusivity, respect and determination. By working together, students, staff and the community aim to establish an innovative educational environment that effectively meets the needs of 21st Century learners and creates a legacy of excellence for future generations to follow.

## School context

Prestons Public School is situated in the Liverpool Network of schools, and located within the Liverpool Local Government Area (LGA). The school currently supports the learning of approximately 570 students from Kindergarten to Year 6. The school enrolment profile is very mixed. Over 72% of students have a language background other than English and the socio-economic background of students is very diverse. Prestons PS collaborates closely with its local high schools (Casula High School and Lurnea High School) and, along with Casula Public School, Dalmeny Public School and Lurnea Public School, is a member of the Kurrajong Learning Community (KLC).

At Prestons Public School, the staff are committed to the provision of outstanding educational, sporting, cultural and social programs aimed at ensuring all students have the opportunity to realise their potential and achieve their best in all areas.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning, the school has focused on the delivery of high-quality, evidence-based teaching and learning. We inform our practices with evidence and research and have developed a culture across K-6, where all teachers utilise PLAN data and knowledge of individual students to inform the planning of rich learning experiences to meet the needs of our 21st Century learners. As the school continues to implement a whole school approach to developing formative assessment strategies, embed quality teaching strategies in literacy and numeracy we are seeing continued growth of student learning on our internal school performance measures (PLAN data). Furthermore, we have developed a learning culture by linking with our whole school community to build positive and respectful relationships and by supporting the whole child with extra-curricular activities to provide a holistic and well rounded education. The school is committed to creating quality learning experiences for all students. A clear focus on wellbeing across the school has embedded a range of effective support strategies and interventions to support the cognitive, physical, social, emotional and spiritual development of all students so that every child is supported to succeed. Our effective Learning and Support Team systematically reviews the learning, social and emotional needs of students and accesses a range of school, departmental, government and non-government agencies to ensure students are able to experience success in their learning journey. Social learning initiatives such as PALS and other strategic playground initiatives, including the use of SLSOs to support students with additional needs, ensure that students are able to have success with peers and social interactions and allow them to focus on learning. Supporting healthy lifestyles through initiatives such as Breakfast Club, Free FruitFriday, and sporting initiatives enable a sense of belonging and promote healthy lifestyles which contribute towards the overall wellbeing of our students and allows them to connect, succeed and thrive.

The results of this process indicated that in the School Excellence Framework domain of Teaching, the school has embedded evidence-based teaching strategies into our school plan to drive high quality teaching and learning. In 2017, the introduction of Spirals of Inquiry (SOI) as our key model for professional learning has enabled all teachers to demonstrate their high level of professionalism and commitment to implementing the most effective teaching methods to have a positive impact on student learning. The School Excellence Framework tells us that in schools that excel, teachers evaluate the effectiveness of their teaching practices and include a sophisticated analysis of student engagement, learning growth and outcomes to plan learning for their students. These practices are the foundation of Spirals of Inquiry, which is an evidence-based inquiry model that is internationally recognised and facilitates teacher

driven professional learning that is directly linked to identified student learning needs. Spirals of Inquiry has led to the creation of a whole school learning culture where all teachers collaborate and use student assessment data, as well as data related to the question 'What's going on for our learners?' to plan meaningful and explicit learning experiences. Additionally, it has informed school decision making to refine and enhance the use of formative assessment strategies to make learning visible which is evident in the enhanced use of bump it up walls across the school and the development of a whole school professional learning hub with data walls to monitor and track all students in literacy and numeracy. Whole school structures and clear role statements for our executive staff have created opportunities for stage supervisors to act as instructional leaders and provide strong mentoring and modelling to their stage teams. Collaborative planning occurs during Spirals of Inquiry, stage planning and collaborative RFF, stage supervisors use their weekly mentoring time and beginning teacher days to work shoulder to shoulder with teachers to model effective teaching practices. High levels of engagement in Spirals of Inquiry has enabled all staff to build upon their knowledge and share their expertise with others within and beyond the school. This demonstrates a high level of professional commitment towards maintaining and developing professional standards.

The results of this process indicated that in the School Excellence Framework domain of Leading there is strong, strategic and effective leadership within the school. In 2017 the leadership team worked with staff to undertake a thorough evaluation of the current school plan and reviewed processes to ensure that the school remained on track to meet identified improvement measures. This evaluation allowed us to build upon the existing practices that have created a school wide—culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. The school has clearly established opportunities for academic and extra—curricular activities. All staff are encouraged and supported to take on leadership roles in areas of their own expertise. The school—wide culture of high expectations ensures that all school programs and practices are of a very high standard, this promotes positive relationships with our whole school community and contributes to our great reputation of being a welcoming, caring and responsive school that offers a great range of academic and extra—curricular opportunities. Modifications to the school plan have established processes that have embedded collaborative practice and use data and evidence to drive school improvement. We have been able to deliver ongoing improvements in student learning through our revised leadership roles, strategic timetabling to facilitate collaboration, introduction of Spirals of Inquiry and subsequent networks that have grown from our inquiries. As the school prepares for our new learning spaces, we have strategically planned professional learning, human and financial resource allocation to ensure that the school is well prepared to effectively utilise physical learning spaces and technology to meet the needs of 21st Century learners and achieve improved student learning. To ensure that the school continues to function effectively there are clear policies and procedures that outline responsibilities and expectations of staff. Prestons Public School has established effective communication systems to gain regular feedback from our school community and ensure that our future directions are reflective of the needs and wants of our families.

Our self—assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

## Strategic Direction 1

Teaching and learning: Outstanding education for all students

### Purpose

Effectively equip students with the necessary skills to successfully embrace the challenges of the 21st Century and establish a platform for long-term sustainable achievement. Effective evidence-based teaching and teaching strategies will be consistently implemented and measured against rigorous analysis of student data. Collaboration, innovation, differentiation and consistency will be the cornerstones of effective teacher practice, and effective feedback will ensure that students are active participants in their learning.

### Overall summary of progress

Our students were given the opportunity to participate in differentiated teaching and learning activities that take into consideration each and every students' need. Understanding of student learning abilities and needs has allowed teachers to plan effective lessons to promote growth in literacy and numeracy and encourage high engagement levels. Teachers are implementing best practice by sharing learning intentions and developing individual learning goals with students to promote ownership of learning resulting in increased understanding of their learning and its purpose. All classrooms have utilised 'Bump It Up' walls in literacy and numeracy. This has led to an increase in teacher understanding and practice around assessments for, as and of learning.

Technology continues to be utilised as a tool to support learning and increase student engagement. The use of technology has supported future focused learning and problem solving in all classrooms. In addition, teachers are utilising the technology to collaborate when designing teaching and learning experiences.

The school has established flexible learning spaces in selected classrooms and continues to professionally develop staff in their understanding and pedagogy associated with the learning environments. Students continue to use the learning environments to work collaboratively and engage in problem solving activities..

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching and learning programs in Literacy reflect enhanced teacher knowledge and implementation of evidence based strategies.	\$50,000 – Additional teaching staff were employed using Professional Learning funding, Literacy and Numeracy funding and Socio-economic funding to facilitate Spirals of Inquiry sessions that are built into the whole school timetable and allow stage teams to be released from class to engage in this collaborative professional learning model as well as facilitating collaborative RFF.	Processes were undertaken to support staff understanding and utilising the NSW English Syllabus. An English committee was formed using expert staff members. They delivered professional development sessions to unpack the syllabus so they can identify quality texts and differentiate lessons and formative and summative assessments into their practice. All English programs have been updated to reflect professional learning targets.  Stage teams engaged in Spirals of Inquiry to analyse student assessment data and determine student needs and staff professional learning needs. Through the Spirals of Inquiry process, stage teams investigated quality literacy teaching strategies and participated in lesson studies within and beyond the school. External experts led professional learning and provided staff with enhanced knowledge and new strategies to trial.
Growth in student performance data in NAPLAN, PLAN and School assessment data.	\$300,000 – Learning and Support teachers employed through the use of Low Level Adjustment for Disability staffing allocation, Low Level Adjustment for Disability flexible funding, Socio-economic Background staffing	Within our NAPLAN results this year, there was growth in the number of students achieving above the national minimum standards from Year 3 (2015) to Year 5 (2017) in spelling with 70% of students achieving above national minimum standards. In spelling, 51.4% of Year 5 students achieved greater than expected growth.  In Year 3, 73% of students achieved above the

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Growth in student performance data in NAPLAN, PLAN and School assessment data.</p>	<p>allocation and flexible funding and Aboriginal Background flexible funding.</p>	<p>national minimum standards in reading and 86% in writing and spelling. In Year 3 grammar 80% of students achieved above national minimum standards.</p> <p>All Aboriginal students in Year 5 showed improvement in reading and spelling. Trend data indicates significant increase in achievement in reading and spelling for Year 5 Aboriginal students. Trend data indicates a significant increase in achievement in reading, writing, spelling and grammar for Year 3 Aboriginal students.</p> <p>As a school, we were above the state average in; effectively engaging the reader, writing persuasive texts and demonstrating the use of correct text structure. Areas that have been identified as needing improvement are; identifying the main idea in specific paragraphs and summarizing the key points of a text.</p> <p>Within our Numeracy NAPLAN results this year, there was growth in the number of students achieving above national minimum standards from Year 3 (2015) to Year 5 (2017). In Year 5, 53% of students achieved greater than or equal to expected growth. There were 61% of Year 5 students who achieved above national minimum standards.</p> <p>In Year 3, 69% of students achieved above national minimum standards in numeracy. Trend data indicates a significant increase in achievement for Year 3 numeracy results.</p> <p>Trend data indicates an increase in numeracy results for Year 3 Aboriginal students.</p> <p>As a school, we saw growth in the areas of; working with decimals, addition, multiplication, creating and interpreting column graphs, area and inverse relationships between addition and subtraction. Areas for improvement include; fractions, place value, multi-step problems, directional language and probability.</p>
<p>Teaching and learning is driven by the effective use of student assessment data.</p>	<p>\$50,000 – Additional teaching staff were employed using Professional Learning funding, Literacy and Numeracy funding and Socio-economic funding to facilitate Spirals of Inquiry sessions that are built into the whole school timetable and allow stage teams to be released from class to engage in this collaborative professional learning model as well as facilitating</p>	<p>All teachers including classroom and support teachers used data from a range of sources including PLAN, SMART, Best Start, formative and summative assessments to guide teaching and learning.</p> <p>Every classroom utilised a 'Bump It Up' wall for students and staff to monitor student individual progress in writing. Teachers used this information to inform planning.</p> <p>Whole school data walls ensure that all students progress is visible and remains a focus of professional discussions and planning.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching and learning is driven by the effective use of student assessment data.	collaborative RFF.	<p>All teachers including classroom and support teachers used data from a range of sources including PLAN, SMART, Best Start, formative and summative assessments to guide teaching and learning.</p> <p>Every classroom utilised a 'Bump It Up' wall for students and staff to monitor student individual progress in writing. Teachers used this information to inform planning.</p> <p>Whole school data walls ensure that all students progress is visible and remains a focus of professional discussions and planning.</p>
Technology is effectively utilised to promote student engagement, collaborative learning and achievement.	<p>\$56,000 – purchase of technology to support student learning</p> <p>\$20,000 – technology support staff employed to maintain technology across the school.</p>	<p>The school provided students with a variety of technology based tools to facilitate quality teaching and learning opportunities.</p> <p>Tools such as Bee-bots and Lego WeDo allowed our learners to build 5C's skills and strategies in an engaging and supportive environment.</p> <p>Students engaged in workshops in conjunction with local high schools.</p>
Physical learning spaces are used flexibly and creatively to meet a broad range of student learning interests and needs.	\$10,000 – future focused furniture and equipment	Established flexible seating areas across a number of classrooms. This has increased engagement in learning productivity. Students have further developed their capacity as future focused learners by developing collaborative skills.
Aboriginal students performing at or above the level of indigenous students, as evidenced by school and state-wide data.	\$13,000 – Aboriginal Background funding to provide Student assistance for excursions, uniforms and to purchase resources.	<p>In NAPLAN reading, Aboriginal students achieved greater average scaled score growth in reading than NSW DoE or State results. Trend data for Year 3 Aboriginal students indicates an increase in reading, writing, spelling, grammar and numeracy. Trend data for Year 5 Aboriginal students indicates stability in grammar and an increase in reading and spelling.</p>
Performance for equity groups across the state is comparable to the performance of equity groups within the school.	\$80,000 – English Language Proficiency staffing allocation and flexible funding used to employ teachers to support students as well as resources student assistance.	<p>Language background other than English students have shown average scaled score growth that is above NSW DoE and whole State in spelling, grammar and numeracy. 54.3% of students have achieved greater than or equal to expected growth in spelling, 52.2% in grammar and 60% in numeracy.</p> <p>Students with a language background other than English have shown stability in performance in grammar and numeracy as shown by stable trend data.</p>

## Next Steps

Following our self assessment process the school has determined the following future directions to build upon the programs that we have implemented this year:

1. Purchasing of additional technologies and increase in professional development of teacher to increase student skills, understanding and engagement.
2. Developing teacher understanding and pedagogy in team teaching in flexible learning environments
3. Employing two Instructional leaders to lead K–2 and 3–6 teams in quality teaching with a strong focus on data and

building teacher capacity to improve student learning outcomes.

4. Continuing to engage in Spirals of Inquiry across the school to ensure that student assessment data and other evidence remains the focus of all that we do.
5. Build teacher capacity and provide leadership opportunities and ownership of whole school programs through the creation of KLA committees with increased opportunities for all staff be actively involved decision making.



## Strategic Direction 2

Professional Development and Leadership: Embedding strategic, effective and proactive leadership to achieve school excellence

### Purpose

Establish and showcase a school ethos that is focused and measured on excellence, commitment, inclusivity, creativity and collaboration. An evolving leadership strategy will be responsive to the needs of the whole school community, providing strategic, innovative and accountable leadership across all levels of the school. Within this environment, the students and community will be effectively engaged and actively sharing in the leadership responsibilities, to propagate a school culture built on a shared focus for continual improvement, accountability, sustainability and excellence.

### Overall summary of progress

Teachers have been deeply engaged in the inquiry process and demonstrate a strong commitment to implementing change to make a difference to student learning. Staff have had the opportunity to collaborate and share with teachers and leaders across a network of schools.

School leaders at Prestons Public School have ensured that whole school routines provide the support, time and resources for collaborative practice. This empowers teachers and builds a shared commitment towards improving student outcomes.

At Prestons Public School we have ensured that early career teachers as well as experienced teachers have opportunities to engage in structured mentoring and support programs to improve their practice. We have provided professional learning that is relevant and engaging.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Professional learning surveys and MyPL data reflects increased staff participation in professional learning and dialogue to enhance teaching practice.	\$30,000 – Professional learning funding allowed the school to fund significant professional learning opportunities that link closely to our school plan. Funding also enabled the school to release teachers to engage in Spirals of Inquiry on a regular basis.	98% of staff attended the Network of Innovation and Inquiry (NOII) two day symposium.  100% of staff participated in evidence based professional learning, Spirals of Inquiry.  100% of Executive staff regularly engage in book studies and professional dialogue related to professional readings.  All staff have completed mandatory training requirements.
The school has clear systems in place for collaboration to evaluate teaching practice and drive ongoing improvement.	\$60,000 – Additional teachers were employed to facilitate collaborative RFF.	Weekly stage collaborative planning time is scheduled into whole school routines and timetables. This facilitates opportunities for staff to work as a team to evaluate and plan teaching and learning programs.  Expert and experienced teachers were utilised to present at fortnightly 'Get Your Teach On' sessions to support and up skill new scheme teachers.  Stage planning meetings are held fortnightly to facilitate collaborative planning and ensure consistency in teacher judgement.
All staff engage in the development and implementation of professional learning plans (PDPs) which support professional growth and are	\$20,000 – Executive staff were released from class on a regular basis to engage in coaching and mentoring.	Professional development sessions were held to share and refine the schools' strategic directions. All teachers used this knowledge to complete their individual Professional Development Plan (PDP). Teacher shared their goals and strategies with their

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
aligned with the school plan.		supervisors and referred to and updated their PDPs on a regular basis.  Clear policies and systems are in place to support teachers with school and department expectations. Teacher expectation folders with school timelines, policies and support documentation are provided to all staff.

## Next Steps

Following our self assessment process the school has determined the following future directions to build upon the programs that we have implemented this year:

1. Instructional leader roles established to work with K–2 and 3–6 teachers. Role will include collecting and analysing data and support teachers to develop effective teaching strategies.
2. Opportunities for aspiring leaders to develop their skills whilst being mentored by school executive. Staff will have opportunities to nominate themselves to lead a Key Learning Area or a year group.



## Strategic Direction 3

Engagement: Establishing a school culture where all stakeholders are committed to achieving excellence

### Purpose

Establish as the norm, a school wide culture that is committed to a shared responsibility for ongoing school improvement and student achievement. Highly effective communication systems will facilitate the leveraging of expertise and resources within the wider community to enhance the learning experiences of the students and provide 'value added' education for all. Stakeholders will be empowered and engaged to take a proactive approach towards ensuring that they are a vital and active contributor to the learning process in all its facets.

### Overall summary of progress

The provision of highly engaging 'value added' programs for all student across K–6 was once again a successful and well-supported strategy at Prestons Public School. Highly effective student well-being programs were implemented in both the classroom and playground environment, with positive results observed with enhanced student behaviour interaction and academic performance. A diverse range of co-curricular activities was again available for students to explore their interests and talents. Parental participation and support for the school programs was quite significant, with excellent participation in a broad range of school activities, programs and parent meetings.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school has in place a comprehensive and inclusive framework to support the emotional, social, physical and spiritual wellbeing of students.	30,000 – Flexible Wellbeing funding was used to employee additional School Learning Support Officers.	<p>The school PBL team have reviewed the PBL policy and have enhanced procedures to ensure consistency in expectations across the school.</p> <p>The Learning Support Team have enhanced processes and systems to ensure that all students have access to appropriate levels of support. Examples of support include school counsellor, connections with external agencies, access to internal levels of support at a school level, support from departmental experts and funding where required, access to support units and specialised settings.</p> <p>The wellbeing team have researched and investigated strong and effective wellbeing practices across our network of schools. A whole school focus on supporting the social, emotional, physical and spiritual wellbeing of students has commenced in 2017 and will continue to be enhanced in 2018.</p> <p>Feedback from the Tell Them From Me survey indicated a strong sense of belonging by students overall. Student survey results indicated:</p> <ul style="list-style-type: none"><li>– The number of students who experienced bullying was less than the NSW norm.</li></ul> <p>Our school mean was greater than the NSW Government norm in the following areas:</p> <ul style="list-style-type: none"><li>– Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.</li><li>– Students feel teachers are responsive to their needs, and encourage independence with a</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school has in place a comprehensive and inclusive framework to support the emotional, social, physical and spiritual wellbeing of students.		<p>democratic approach.</p> <ul style="list-style-type: none"> <li>– Students understand there are clear rules and expectations for classroom behaviour.</li> <li>– The school staff emphasises academic skills and hold high expectations for all students to succeed.</li> </ul>
The school actively supports successful transitions for key transition points within the school.	\$3,000 – staff were released from class to plan and implement transition programs. funding was also used to purchase resources to support transition programs.	<p>Our strong Kindergarten transition programs provided incoming kindergarten students and their families with opportunities to engage in school life through formal transition programs, information sessions for parents, opportunities for early intervention from speech therapists and teacher observations.</p> <p>Our 'Afternoon at Big School' program enhanced our links with local preschools and provided further opportunities for incoming kindergarten students to engage in a school experience in a safe and supported environment.</p> <p>Year 6 students engaged in visits with local high schools throughout the year. Our school worked with local high schools to develop workshops in technology, English, sport and other KLAs to enhance links between primary school and high school.</p>
Significant increase in parental and community engagement, as evidenced by attendance at school events, engagement in student learning programs and participation in school consultation and decision making.	\$12,000 – teachers were released from class to deliver community engagement programs such as Toddler Reading and Parent English classes on a regular basis.	<p>A committed and active P&amp;C have worked tirelessly to support students at our school. There is a high level of attendance at school sporting events, concerts and assemblies as well as community events held at the school. Meet the teacher BBQ and parent teacher interviews were well attended by the school community.</p> <p>Our Toddler Reading group is highly valued and well-attended. This provided opportunities for families to engage in school life and to feel welcome and supported with their child's early learning.</p> <p>Parent English class were held weekly and supported non-English speaking parents with beginning English and conversational English skills.</p> <p>The school is continuing to investigate ways to further engage our families.</p>
Data gathered through surveys, interviews and focus groups indicates that: The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community.	\$2,000 – funding was utilised to support parent and community events.	<p>The Tell Them From Me parent survey indicated a high level of satisfaction from the parents who participated in the survey.</p> <p>In the area of parents feeling welcomed, informed and listened to, our school scored well above the NSW Government norm.</p> <p>There was a strong sense from all parents surveyed that the school supported their child's learning and that teachers have high expectations for their children to succeed.</p> <p>Parent responses relayed a general sense that</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Data gathered through surveys, interviews and focus groups indicates that: The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community.		behaviour issues were dealt with at the school, areas such as safety and the way the school deals with behaviour issues all scored above the NSW Government norm.
Increased student participation rates in sport and extra curricular activities.	<p>\$20,000 – a specialist art teacher was employed to deliver high quality art programs and support teachers with professional learning.</p> <p>\$10,000– funds were utilised to support and encourage attendance of extra-curricular programs.</p>	<p>The school excels in providing high quality extra-curricular activities for all students.</p> <p>Sport programs included PSSA, opportunities to trial in Zone teams, Sporting schools programs which were held on two afternoons per week after school.</p> <p>Creative Arts programs included dance groups and involvement in the community of schools dance festival (LaFF), Whole school concert, drama programs, visual arts programs and a specialist art teacher.</p> <p>Educational enrichment activities include, coding club, Girl Code, Tech Ninjas, debating, public speaking and opportunities to enter university competitions. Enrichment groups were formed and supported students with extension and the development of creative and critical thinking skills.</p>

## Next Steps

The school community values extra-curricular activities and recognises their value in supporting the whole child. In 2018 the school will be further developing it's extra-curricular opportunities and promoting the school as a school of excellence in this area.

The school is continuing to enhance wellbeing practices across the school. The wellbeing committee are continuing to review and enhance PBL, social and emotional learning programs and will also commence a parent partnership program that will allow our school to connect even more with our community and the families that we serve.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$13,891	<p>Enhanced staff knowledge and capacity to implement PLPs.</p> <p>Enhanced student performance and engagement for Aboriginal students.</p> <p>Support and knowledge gained through quality relationships with the AECG and community networks to better support our school community.</p> <p>Established a community network to better support our Aboriginal school community within this network.</p> <p>Enhanced student engagement through the allocation of resources to effectively support Aboriginal student participation.</p>
<b>English language proficiency</b>	Staffing allocation \$60,944 Flexible funding \$20,234	<p>The EAL/D program provided students with explicit learning opportunities, in collaboration with classroom teachers, to broaden their knowledge and strengthen their use of the English language. EAL/D students were assessed using the EAL/D Learning Progression and their EAL/D language needs were targeted through individualised learning goals.</p> <p>A New Arrivals Orientation Program was developed to introduce the Australian culture as well as develop basic interpersonal and language skills to support their transition into our school and the community.</p>
<b>Low level adjustment for disability</b>	Staffing allocation \$152,361 Flexible funding \$81,063	<p>SLSO support for identified students was provided.</p> <p>IEPs were implemented in class. Identified students had daily adjustments to their class teaching and learning programs.</p> <p>The LST teachers prioritised student support and collaboratively built IEPs, PLPs and BMPs.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	Staffing allocation \$41, 645	<p>Additional staff were employed to release Assistant Principals from class each week to facilitate coaching and mentoring with stage teams.</p>
<b>Socio-economic background</b>	Staffing allocation \$60,944 Flexible funding \$309,469	<p>Funding support was provided to families to support the purchasing of school resources and increase attendance and participation in sport and excursions.</p> <p>Funds were utilised to engage additional Student Learning Support Officers (SLSOs) to support students K-6.</p> <p>Our Toddler Reading program continued in 2017 to support the early literacy development of students entering Kindergarten in 2018 and enhance parents' capacity to support student learning within the home environment.</p>

<p><b>Socio-economic background</b></p>	<p>Staffing allocation \$60,944</p> <p>Flexible funding \$309,469</p>	<p>Student wellbeing initiatives were funded to enhance students' resilience, collaboration and communication thereby promoting a positive and vibrant school culture.</p> <p>Additional technology resources were purchased to enhance the learning and development of students.</p>
<p><b>Support for beginning teachers</b></p>	<p>\$26,900</p>	<p>Beginning teachers worked one on one with experienced mentors as well as observed effective classroom teachers demonstrating best practice.</p> <p>Ongoing participation in '<i>Get Your Teach On</i>' has developed teachers to better engage students, implement strategies and enhance student learning.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>\$4,320</p>	<p>In consultation with a Refugee Support Leader, enrolment procedures were reformed to identify the needs of newly arrived and refugee students, gathering important information to support a personalised approach to learning and wellbeing. This information is shared with classroom teachers to develop an awareness of students' cultural knowledge and learning experiences. Regular EAL/D student assessment is collected and evaluated to understand the linguistic needs of students and is used to inform and drive teaching and learning programs.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	233	261	277	296
Girls	242	284	275	297

Student enrolments continued to increase in 2017, with a large number of enrolments coming from the new housing development in Edmonson Park. Plans for a facility upgrade are underway to accommodate the growing student population. Ten new learning spaces as well as upgrades to the school hall, library and administration area are planned to commence in 2018.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.1	90.6	92.4	91.6
1	92.7	91.1	91.7	91.2
2	93.2	93.2	89.1	92.7
3	94.9	92.6	92.8	89.3
4	93.1	93.1	91.6	92.2
5	94.1	93.3	92.8	91.7
6	92.3	92.9	92.5	92.8
All Years	93.4	92.4	91.9	91.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Parents are informed of the importance of high attendance to prioritise learning success through newsletters and parent meetings. Extended leave forms are a requirement when parents choose for students to have extensive absence from school. Attendance is monitored by the Home School Liaison Officer in

partnership with the Deputy Principal. Attendance that is unsatisfactory is followed up by meetings with parents/ carers and the implementation of Attendance Improvement Plans where necessary.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	20.92
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	1.5
Teacher Librarian	1
Teacher of ESL	0.6
School Counsellor	0
School Administration & Support Staff	4.06
Other Positions	0

\*Full Time Equivalent

In 2017, four members of staff at Prestons Public School identified as Aboriginal and Torres Strait Islander. This equates to 13% of the total staff allocation.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	7

### Professional learning and teacher accreditation

The whole school engaged in Spirals of Inquiry, a significant and evidence-based professional learning model that was embedded into school routines. This facilitated a culture of collaboration and professional learning that was driven by student and teacher need. Professional learning to support our Spirals of Inquiry utilised in-house as well as high quality external

expertise.

In 2017 all pre-service teachers completed or maintained their accreditation at proficient teacher.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	345,723
<b>Revenue</b>	5,071,759
Appropriation	4,813,424
Sale of Goods and Services	69,934
Grants and Contributions	182,525
Gain and Loss	0
Other Revenue	0
Investment Income	5,876
<b>Expenses</b>	-4,994,411
Recurrent Expenses	-4,994,411
Employee Related	-4,497,887
Operating Expenses	-496,524
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	77,348
<b>Balance Carried Forward</b>	423,071

The school's finance committee meet regularly to review and monitor the school budget. A full copy of the school's 2017 financial statement is tabled at the annual general meeting of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	3,671,227
Base Per Capita	84,360
Base Location	0
Other Base	3,586,867
<b>Equity Total</b>	698,906
Equity Aboriginal	13,891
Equity Socio economic	370,414
Equity Language	81,178
Equity Disability	233,424
<b>Targeted Total</b>	16,751
<b>Other Total</b>	169,943
<b>Grand Total</b>	4,556,827

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

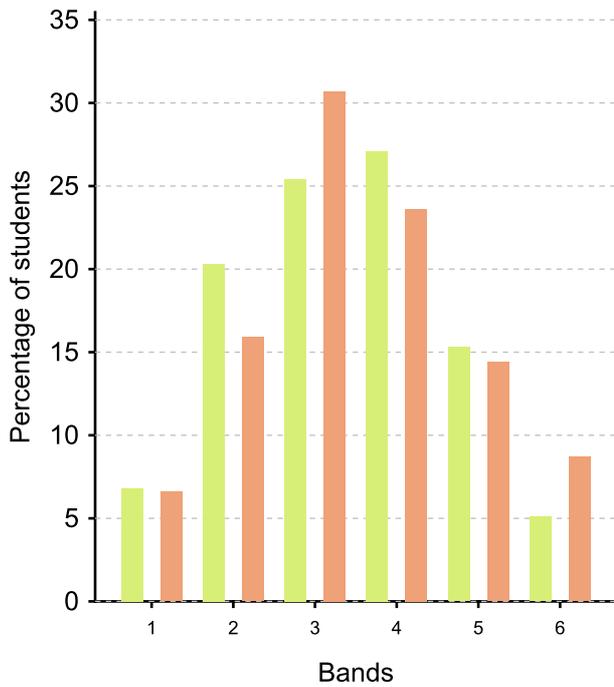
## School performance

### NAPLAN

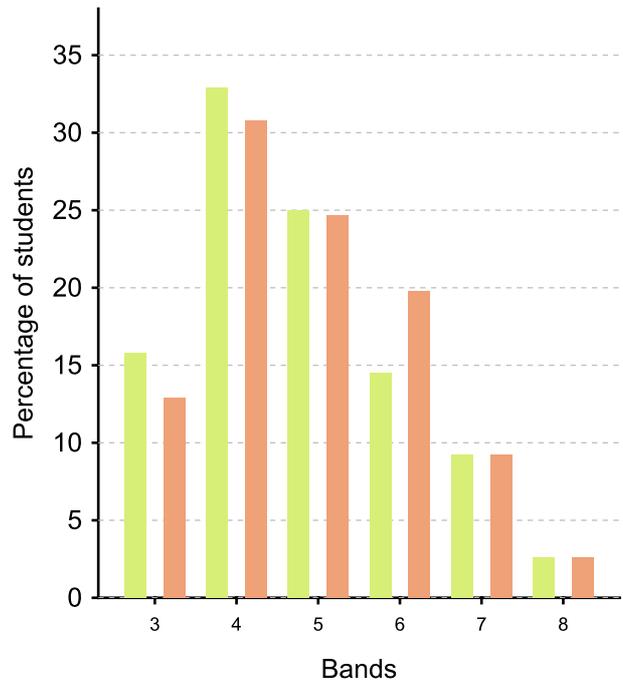
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Within our Literacy NAPLAN results this year, there was significant growth from Year Three (2015) to Year Five (2017). All Aboriginal students in Year Five improved in all Literacy areas. 91% of all students improved in Reading, 83% of all students improved in Writing, 100% of all students improved in Spelling and 93% of all students improved in Grammar and Punctuation. With a high proportion of these students reaching or exceeding the expected growth level. As a school, we were above the state average in; effectively engaging the reader, writing persuasive texts and demonstrating the use of correct text structure. Areas that have been identified as needing improvement are; identifying the main idea in specific paragraphs and summarising the key points of a text.

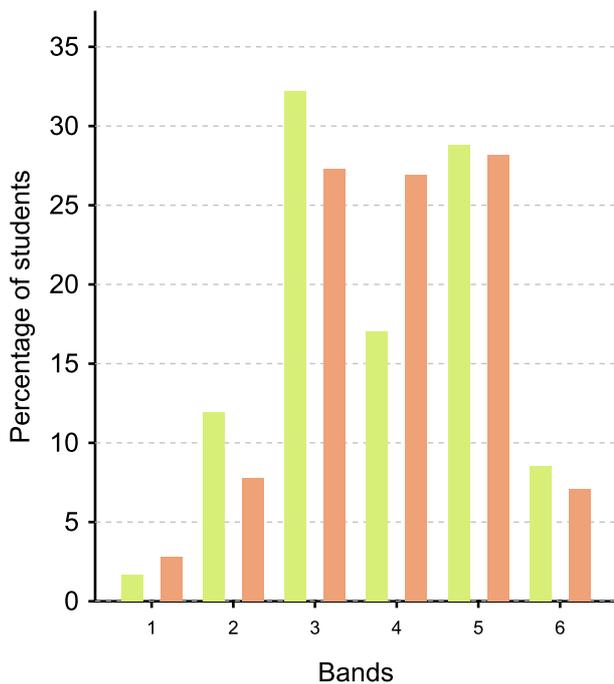
**Percentage in bands:**  
Year 3 Reading



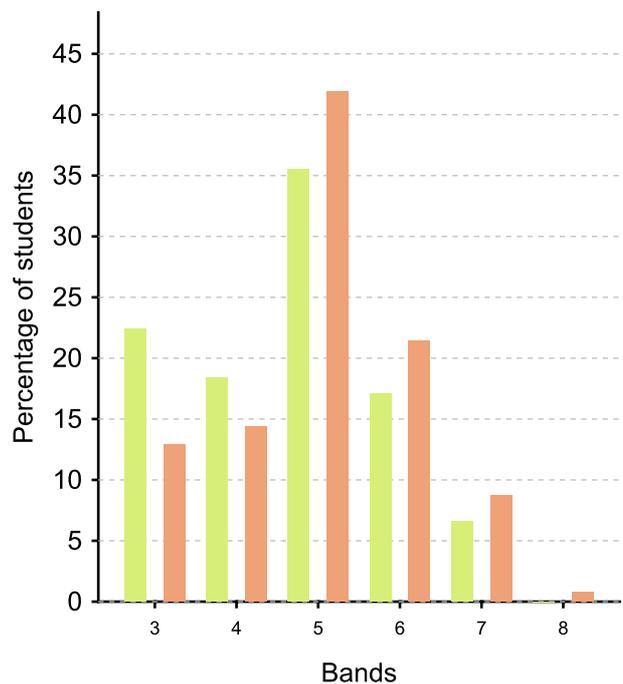
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 5 Writing



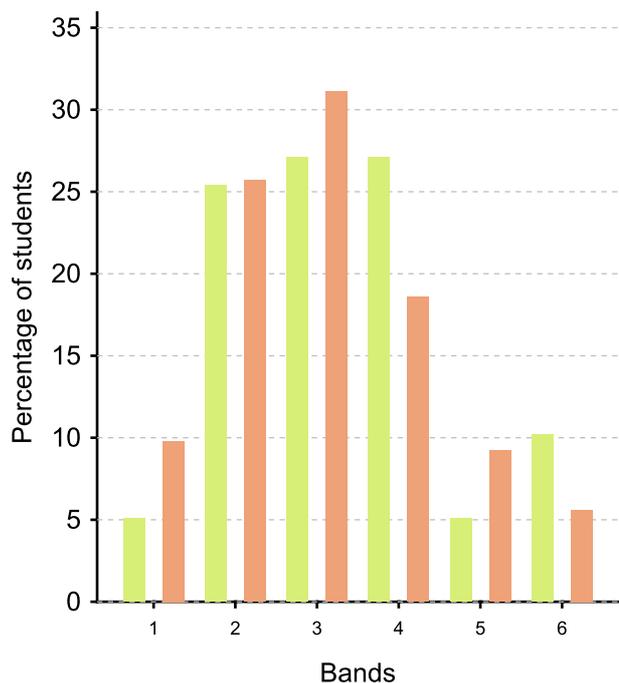
Within our Numeracy NAPLAN results this year, there was substantial growth from Year Three (2015) to Year Five (2017). 97% of all students improved in Numeracy. With 50% of students reaching or exceeding the expected growth. As a school, we saw growth in the areas of; working with decimals, addition, multiplication, creating and interpreting column graphs, area and inverse relationships between addition and subtraction.

Areas for improvement include; fractions, place value, multi-step problems, directional language and probability.

the school data.

Of the students identified as Aboriginal and Torres Strait Islander in year 5, 97% of all NAPLAN tests saw growth. 32% of these results reached or exceeded the expected growth.

**Percentage in bands:**  
Year 3 Numeracy



### Parent/caregiver, student, teacher satisfaction

The Department of Education, through the Centre of Education Statistics and Evaluation (CESE), has engaged The Learning Bar to offer its Student Feedback Survey and Focus on Learning Parent survey to NSW government schools. These surveys help schools capture the views of students, teachers and parents.

In 2017, the parents, caregivers, students and staff at Prestons Public School were surveyed using these tools. The results were as follows:

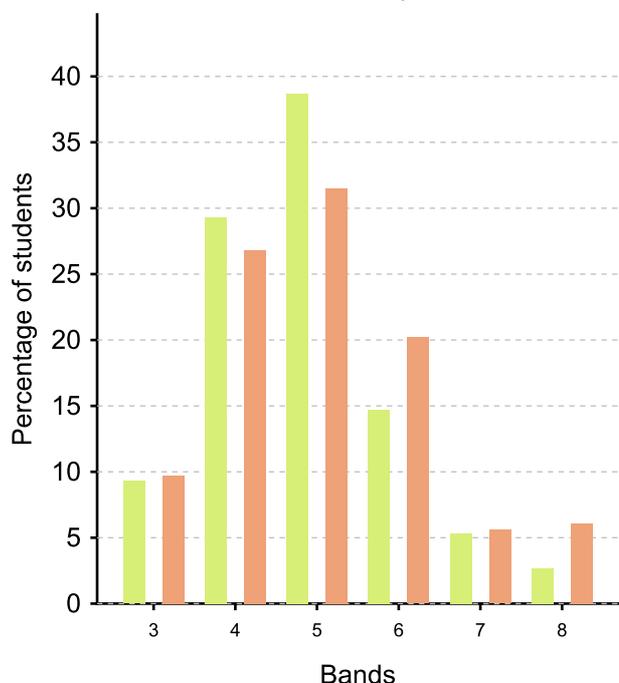
#### Students Survey (Students in Years 4, 5 and 6)

- 85% of students felt accepted and valued by their peers and by others at their school which is above the state average of 81%.
- 85% of students indicated they are interested and motivated in their learning, far excelling the 78% average of the state.
- When asked if they try hard to succeed in their learning 92% of students indicated they always demonstrate effort as opposed to the state average of 88%.
- The state average score for students who believe teachers emphasise academic skill and hold high expectation is 8.7, Prestons Public School students have scored this 9.0.

#### Parent/Caregivers Survey

- The average score of 8.6 was recorded by parents when asked if they felt welcome compared to the state average of 7.6.
- An average score of 7.7 was given by parents when asked how well informed they feel from the school, the average NSW Government score is 6.6.
- An 8.6 score was given by parents with the belief that schools support learning, the NSW Government average score is 7.3.
- A 9.0 score was the average score parents gave when asked if schools support positive behaviour, the state average is 7.7.
- The average score when asked about an

**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access

inclusive school was 7.7, the state average is 6.7.

#### Teachers Survey

- I work with school leaders to create new learning opportunities for teachers scored an average of 7.7, the state average is 7.1.
- I discuss learning problems of particular students with other teachers scored 8.3, the state average is 7.8.
- My assessments help me understand where students are having difficulty scored 8.3, the state average is 7.8.
- I help students set challenging learning goals scored 8.5, the state average is 7.9.
- I establish clear expectations for classroom behaviour scored 8.8, the state average is 8.2
- I work with parents to help solve problems interfering with the child's progress scored 8.1, the state average is 6.8.



## Policy requirements

### Aboriginal education

In 2017, the Aboriginal education initiatives at Prestons Public School aimed to enhance and engage Aboriginal student abilities holistically; up skill and develop staff knowledge in the area of Aboriginal education; build community partnerships and ultimately engage our wider Aboriginal school community.

#### Highlights included:

- Staff professional learning afternoon in the Personalised Learning Plan (PLP) process, where staff knowledge and capacity to collaboratively write PLPs was enhanced.
- Personalised Learning Plans (PLPs) were developed for Aboriginal students and staff were developed in the sharing process to ensure these plans were maintained and shared using school wide processes (e.g. Google Drive folders and Sentral).
- Aboriginal students were supported to attend excursions, community events and extra curricula activities in order to further build engagement and to support inclusion of our Aboriginal students in

school and community events.



### Multicultural and anti-racism education

Prestons Public School has a large and diverse multicultural community. With a school population made up from 73% of students coming from a language background other than English, and approximately 60 different language backgrounds. In 2017, our Parent English class continued with great success, continuing to empower parents from language backgrounds other than English. Each week, parents are assisted in developing their basic conversational English and the skills to effectively communicate within the local and broader community. Different cultures are recognised throughout the school year with students actively participating and acknowledging key celebrations that reflect the diverse nature of our society.