School context
Situated in the South Western Sydney Region, as part of the Liverpool network of schools, Prestons Public School has proudly served the local community since 1926. The school currently supports the learning of approximately 470 students from Kindergarten to Year 6. Over 75% of students have a language background other than English and the socio-economic background of students is very diverse. Staff, students and the wider community work effectively together to continually improve the educational outcomes of our students and ensure that they develop the skills to make them productive, successful and socially responsible citizens.

We are proud of what we achieve together as a school and, as a staff and a community, we continue to ‘raise the bar’ in order to improve the educational outcomes for our students.

Principal’s message
In 2013, Prestons Public School continued to build on the success and achievement of 2012. Success stories of 2013 include:

• Commencement of a National Partnership to Improve Literacy and Numeracy. As part of this program, the school received commonwealth funding to support the development of long-term sustainable improvement in Numeracy. (Further details of this project can be found on Page 10)

• Expansion of the school sporting programs to provide greater opportunities for students to explore and develop their sporting abilities, whilst promoting a culture of healthy and active lifestyles.

• Purchasing of iPads across K-6 to enhance student engagement and promote student learning across all Key Learning Areas (KLAs).

• Implementation of a new student welfare and behaviour reward system.

• Presentation of the biennial whole school production – ‘Disney Through the Ages’.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mark Greentree - Principal

P & C and/or School Council message
In my opinion, the P&C is the strongest it has been for quite some time. Whilst we are not strong in the number of members (although this too is climbing), the strength has come from the people who have shown confidence in our committee and supported us in our efforts throughout the year. Whether it is from helping us when needed as volunteers, coming to our meetings or supporting our various causes in whatever way they could.

This year we have also managed to raise more money than we have in recent years; which in turn also meant that we were able to support the school in a greater capacity financially. There are a number of larger ticket items that we are aiming to support in 2014, and thanks to the support that we have received from everyone; we are now in a financial position to do this.

Of course a special thank you to the members of the P&C. Without your dedication and tireless work (at times juggling many things at once including but not limited to social events, personal life, family, work, etc) this would not have been possible and it has been a pleasure working with you all. Thank you also to the parents who have financially supported our efforts as all the profits go directly back into your child’s school.

The level of participation from the school staff is also at the highest level that I can remember. I strongly believe that this is because of the enthusiasm that our Principal Mark Greentree has shown for this school and his hands on, lead by example attitude.

I look forward to working with all of you in 2014.

Raymond Rosch – P&C President

Mrs Raiti and Mr Greentree manage the BBQ at the 'Meet the Teacher' BBQ - 2013
Student representatives’ message
This year was fantastic because all of the tremendous things our Principal and teachers organised like the Great Aussie Bush Camp and Sporting Carnivals. Multicultural Day this year gave us the opportunity to celebrate and learn about the many different cultures represented at our school. We also loved sharing food from other countries. There were also a lot of fun Year 6 fundraising activities. Many students were given the opportunity to represent Prestons PS in PSSA teams and sporting carnivals.

This year’s Captains, Bronte and Julian, did an excellent job and everyone had fun. As School Captains of Prestons Public School for 2014, we will try to make this school the best school in the area. We look forward to organising some fun events that will make school enjoyable for all the students.

Vineet Mesuria and Ella Sami - School Captains elect 2013

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile
Following a declining trend between 2007 - 2011, and a stabilisation in 2012, student enrolments increased in 2013, enabling the creation of a 19th class. The Kindergarten cohort was the largest enrolment group since 2009, and with a smaller cohort of Year 6 students due to leave at the end of 2013, it is expected that this growth trend will continue into 2014.

![Enrolments](image)

Student attendance profile
As the data presented below indicates, attendance rates for students at Prestons Public School have been lower than state and regional averages. Strategies to improve student attendance and engagement were implemented in 2013 and will continue to be a focus in 2014.

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Management of non-attendance
The school attendance tracking system has been further refined to effectively identify, track and monitor students with a pattern of poor attendance. Staff implement proactive strategies, to support students and families that are experiencing difficulty with maintaining regular attendance and punctuality. Articles in the school newsletter provide a tangible reminder to families of the importance of regular attendance, and strategies that can be implemented at home to encourage the development of good attendance habits. The school works in collaboration with the Home School Liaison Officer to provide support and guidance to families that are experiencing difficulty with maintaining regular school attendance.
Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

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<tr>
<th>Position</th>
<th>Number</th>
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<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teachers</td>
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</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher Release From Face to Face (RFF)</td>
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<tr>
<td>Teacher – Part Time</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Counsellor</td>
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</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.382</td>
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<td><strong>Total</strong></td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

In 2013, there were 3% of staff members at Prestons Public identified as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tr>
<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary 30/11/2013

**Income**
- Balance brought forward $311332.54
- Global funds 249343.66
- Tied funds 286100.50
- School & community sources 118664.56
- Interest 10460.51
- Trust receipts 16652.05
- Canteen 0.00
- Total income 992553.82

**Expenditure**
- Teaching & learning
  - Key learning areas 63013.07
  - Excursions 28338.20
  - Extracurricular dissections 29972.80
- Library 3233.36
- Training & development 29699
- Tied funds 232158.51
- Casual relief teachers 48217.53
- Administration & office 87074.73
- School-operated canteen 0.00
- Utilities 66380.36
- Maintenance 40077.87
- Trust accounts 21005.06
- Capital programs 9339.97
- Total expenditure 658510.46
- **Balance carried forward** $334043.36

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

**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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

- **Year 3 Reading**
- **Year 3 Spelling**
- **Year 3 Grammar & Punctuation**

NAPLAN Year 3 - Numeracy

- **Year 3 Numeracy**

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

- **Year 5 Reading**
NAPLAN Year 5 – Numeracy

Other achievements

Sport

2013 was a successful year of sporting achievements for Prestons Public School.

This year the students were provided the opportunity to participate in a wide range of sporting activities including: PSSA, Mr Soccer clinic, the Fit School Gymnastics program, and the Active After School Sports Program. Students in Years 3 to 6 competed in the Summer and Winter PSSA program. The school successfully grew from entering 4 teams in 2012 to 10 teams in 2013. Prestons competed in both Junior and Senior competitions, entering teams in Cricket, Soccer, Rugby League and Netball.

Three successful school carnivals (swimming, cross country and athletics) were held throughout the year, with a large number of students gaining eligibility to compete at the Zone level.

Students in Stages 2 and 3 also participated in the Milo Cup Cricket Gala Day

An average of forty students (per session) from Years K-6, participated in the Active After School Communities program, involving a wide range of sports, twice weekly for seven weeks a term during Terms 1 to 4.

The Premier’s Sporting Challenge was once again completed by the students at Prestons Public School during Terms 2 and 3, resulting in a sustained increase in physical activity for all students in K-6.
Two of our students (Julian and Joanne) also competed at the inaugural Junior Boccia Nationals, which were held at the Sydney Academy of Sports (Narrabeen). The NSW team comprised of Julian (Captain), Joanne and two other NSW Junior athletes. They played against a combined team from South Australia and Victoria. They played 5 games and successfully won all 5. Julian won Gold in the individual Juniors Open classification and Joanne won Silver.

Further highlights of our successes in sport this year are as follows:

- Students represented our school at the Liverpool PSSA (LPSSA) Zone Athletics, Swimming and Cross Country Carnivals.
- 3 student represented the LPSSA at the Regional Swimming, Cross Country and Athletics carnivals
- 3 students were selected in the LPSSA Zone Girls Football team.
- 2 students were selected in the LPSSA Zone Boys Football team.
- 2 students were selected in the LPSSA Zone Boys AFL team.
- Both the Senior Boys and Girls Soccer teams won their Liverpool Zone PSSA Grand Finals.

Arts

Choir
The Choir program at Prestons PS was once again strongly supported in 2013, by staff and students. The Senior Choir (comprising of students from Years 3-6) challenged themselves to develop an acapella performance of the song, ‘Love is Easy’ by Mcfly. The students developed their knowledge and understanding of beat, pitch, tempo and harmony, to produce and present a performance at the Liverpool Arts and Film Festival (LAAFF). The performance was well received by the broader community, acknowledging the dedication and commitment of all involved.

A Christmas Choir was once again formed from students drawn from Kindergarten to Year 6. In what is becoming a traditional event, the Christmas Choir performed Christmas Carols for the launch of the ‘K-Mart Wishing Tree’, in front of the wider community at Casula Mall. The choir performed an ‘encore performance’ at the school’s Annual Presentation Day Assembly.

Dance Groups

Senior Dance Group
The senior dance group consisted of 18 members from Years 3 to 6. The group was formed in Term 2 and met weekly, during lunch sessions for practice. During practice sessions, the students developed their confidence in composing small dance routines and performing. The teacher and students collaborated to choreograph the dance ‘Superstylin’. In Term 3, the group performed this dance enthusiastically as part of the Liverpool Arts and Film Festival (LAAFF).
Junior Dance Group
This year the Junior Dance Group developed their abilities in jazz style dancing. They danced to the song "Puttin’ on the Ritz" by Taco and showed great skill in presenting a dance which called for a higher level of dance skills not previously known to any of our dance students. The students worked through a number of challenges such as: understanding how to perform a new and unfamiliar dance style; performing with props (something not previously explored with our Junior Dance Group); and also how to use more of the stage and transition smoothly within this performance space. The Junior Dance Group performed on many occasions during 2013 including stage assemblies, LAAFF (Liverpool Arts and Film Festival) and our end of year Presentation Day.

Whole School Performance – “Disney Through the Ages”
2013 saw the production and presentation of the Biennial Whole School Performance. This year’s performance was titled, “Disney Through the Ages”, recognising and celebrating some of the classic movies that Disney has entertained us with for many generations. The original script, which was written by one of our staff members, cleverly tied together a variety of performances, which showcased the acting, singing and dancing talents of our students and staff. Attention to detail in regards to costuming, sound, lighting, staging and set design, ensured that the school community was treated to a professional and entertaining experience. The ‘sold out’ performance, the high demand for DVD recordings of the production, and the talk around the school in the days following the performances, highlighted the overwhelming success of the production. The bar has now been raised for the production scheduled for 2015!

Other
Public Speaking and Debating
In 2013, Prestons Public School entered the Liverpool District Public Speaking Competition and the Multicultural Public Speaking Competition. As part of class literacy lessons, students in Years 1 to 6 worked on their speech writing skills and developed their confidence with public speaking. All students loved participating in these competitions. The topics of the competitions allowed students to expand their world knowledge and think about how they fit into the wider community. Prestons Public School looks forward to participating in these competitions once again in 2014.

For the third consecutive year, Prestons Public School entered the Liverpool District Debating Competition, competing with students from other schools within the local area. Our debating squad consisted of 12 students from Years 5 and 6. Two of our teachers, Miss Schroeder and Miss Jordan, worked with the squad throughout the year to develop their skills in public speaking, debating strategy, writing and co-operative group work. All students involved enjoyed participating in the program and significantly improved their confidence as a result of their participation in the competition. We hope to continue to build on the success of programs such as these, and look forward to entering a team in the 2014 competition.
Student Leadership - SRC
The Student Representative Council (SRC) has had a very successful year at Prestons Public School. The elected representatives met once a fortnight throughout the year and organised a number of fundraising events. These included: raising $775 for Junior Diabetes Research, and over $400 for Loud Shirt Day. The SRC also hosted the Remembrance Day Ceremony, a Staff v Students cricket match, and organised a pyjama mufti day to raise money for those affected by the Blue Mountains bushfires. The SRC was also involved in coordinating activities during ‘Fruit and Vegetable Week’. The students assisted with the organisation of colouring in and drawing competitions, fruit and vegetable hunts and relays. Members of the SRC also helped to organise the Prestons Talent Quest where many of our students showcased their talents to the whole school.

Significant programs and initiatives
Aboriginal education
Prestons Public School continues to provide significant educational opportunities so that our students obtain an outstanding education. We respect, promote and value the strength, diversity and richness of Aboriginal cultures.

All of our Aboriginal students have personal learning plans developed in consultation with their teachers. These plans focus on promoting genuine engagement in the learning process by collaborating with both students and parents to identify and target student strengths, outline areas of need, and develop effective learning plans to maximise student achievement. These plans are revised on a regular basis with changes negotiated for each individual.

To celebrate NAIDOC Week, the school funded the ‘Jollybops’ science show for all students to attend. The interactive and highly engaging show looked at the scientific principles behind some of the great inventions and environmental understandings of Aboriginal and Torres Strait Islander People. Students discovered the complex science behind the Boomerang – the first man made flying machine. They also learned about the science of sound, fire and the Didgeridoo.

Following on from its successful introduction in 2012, the school once again provided a complimentary ear screening service for all Aboriginal students, which was carried out by health workers from the Tharawal Aboriginal Corporation. Once again, all of the Aboriginal families at Prestons PS utilised this service, recognising the importance of preventative health care and its impact on students’ educational success.

Multicultural education
Our aim for 2013 was to continue our engagement with our diverse cultural community. We achieved a strong school/community partnership by engaging students, parents and community members in our Harmony Day, and of course our spectacular International Day.

The theme of Harmony Day this year was ‘Many Stories – One Australia’. The students made kites with the help of a buddy. While making the kites, students were able to share stories and support each other. Once the kites were constructed, all students went out to the oval and celebrated the day flying kites and enjoying time with their friends.

This year the Prestons Public School community celebrated our multicultural diversity in spectacular form. The day commenced with a flag ceremony, showcasing the many nations that our students come from and was followed by a fantastic fashion parade and an Islander performance by students from Casula High School.
After the performances, students returned to their classrooms for a ‘tour’ of the different countries that each class studied then sampled some amazing foods as part of our international feast.

It was wonderful to have so many parents and community members attend the day and help celebrate this special occasion.

Other programs

Reading Recovery

During 2013, one staff member completed the Reading Recovery training program, whilst another member of staff (previously trained in Reading Recovery) supported the school community in reading and writing. Throughout the year, a total of 14 students received one-to-one Reading Recovery support. Of this total cohort, 12 students successfully completed Reading Recovery and reached the average level of their class in reading and writing. Two students were referred for specialist support. On average, students took 15-20 weeks to successfully complete the Reading Recovery program. The male/female proportion of students participating in Reading Recovery was 10 males and 4 females.

Teacher comment-
"A child comes alive when they achieve the skills to read and write, enabling them to experience success and give them the confidence to continue their learning."

Student comments-
"I learnt to read and write by myself."
"Now I can come to school to learn."
"Reading Recovery helped me to be smart."

Speech Therapist at Prestons PS

Continuing on from its success in 2012, Prestons Public School once again utilised the services of a Speech Pathologist from Liverpool Speech Pathology Services to work with the Learning Support Team, and provide assistance to students with communication difficulties.

The Speech Pathologist provided assessment and therapy which encompasses all aspects of communication including:
- Speech – articulation & phonology (sound errors)
- Language – expressive (verbal output) and receptive (understanding)
- Fluency - stuttering
- Literacy – reading and spelling
- Voice - impairments in the ability to produce vocal sounds.

The Speech pathologist screened 74 students from K-6, to assess their communication skills. If students were found to have any difficulties, the Speech Pathologist performed a formal Standardised Assessment, in order to provide further information on the student’s specific areas of need.

The Speech Pathologist also provided recommendations and referrals to other professionals, to investigate other difficulties concerning these students (i.e. Audiologist, Physiotherapist, ENT [Ear, Nose and Throat Specialist] and Paediatrician).

The Speech Pathologist also conducted both individual and group therapy for students with communication difficulties. These sessions have been very successful in assisting students that are experiencing difficulty with their receptive and expressive language.

The staff attended an inservice session provided by the Speech Pathologist on how best to support students with speech and communication difficulties. The session was well received by staff as it provided them with practical ideas and strategies.

The Speech Pathologist also ran a workshop for parents. The purpose of the workshop was to discuss a wide variety of topics regarding how to support students who are experiencing language difficulties.

Parents who attended the workshop were most impressed and many stayed back to discuss individual concerns.
Middle Years Transition Program

Building on the foundations established in 2012, the Kurrajong Learning Community Middle School Committee, developed a Cross Curricular Unit based on PDHPE and Science to enhance the capacity of teachers to effectively support students in the Middle Years (Years 5-8).

Comprising of representatives from the four local primary schools (Prestons, Dalmeny, Lurnea and Casula) and two local high schools (Lurnea HS and Casula HS), the committee developed collaborative units of work. The foundations of these units were established for delivery in the primary setting during 2013, with the concepts and skills to be further developed in 2014 at each of the High Schools. At the completion of the units in 2013, students from the High Schools ran a combined AFL Gala Day for the local primary schools. In 2014, the committee will analyse the results and effectiveness of this strategy, with the aim to expanding this project across another Key Learning Area (KLA).

Transitional Equity Funding

In 2013, Prestons Public School received additional funding through the Transitional Equity Funding program (formerly known as Priority Schools Funding Program). These funds (and the accompanying staffing allocation) were effectively used to create an additional class in the K-2 areas of the school, and fund additional support teacher time, to promote the acquisition of basic Literacy and Numeracy skills, particularly in the K-2 cohort.

This strategy was part of the school’s initiative, ‘Getting the Foundations Right’. By targeting students early in the educative process, we were able to gain greater impact with support programs and set students up for success as they were acquiring their basic literacy and numeracy skills, rather than trying to ‘catch up’ in the later primary years.

In adopting this strategy, we were also able to provide targeted support to students in Years 3 to 6 and develop a more comprehensive approach to student support programs.

Teacher professional learning is also vital to the improvement of student outcomes. Utilising the expertise of support staff, teachers were ‘upskilled’ in utilising effective strategies to support student learning.

Prestons Public School also values genuine home/school partnerships. We recognise that up-skilling parents through targeted workshops and increasing opportunities for parent involvement in whole school programs will inevitably support our students’ achievement of learning outcomes. Parent workshops were conducted with the support of Community Partnership Officer (Maryanne Lakeman) in the areas of Literacy and Numeracy. Maryanne ran two sessions to inform parent and community members on how to best support their child at home in the areas of Reading and Mathematics.

National partnerships

In 2013, our school was selected to be a part of a new Commonwealth Government Improving Literacy and Numeracy National Partnership (ILNNP).

Significant focus was directed at Teacher Professional Development to incorporate evidence-based assessment for learning practices (eg. Learning intentions, success criteria and student feedback) to enhance student performance and promote a culture of sustained improvement and best practice.

A situational analysis of the school was developed, and following a comprehensive analysis of student data, strategies were developed to target student performance in Numeracy. Some of the key strategies included:

- The development of a whole school approach to Numeracy. This was developed by a cross-stage team led by an Assistant Principal (Mentor) and the Principal.
- Implementation of Taking Off with Numeracy (TOWN) program and the purchase of professional resources for teachers. This was implemented through a variety of demonstration lessons, peer observations and feedback. All Year 3-6
teachers implemented the TOWN program daily through explicit, focused lessons.

- Implementation of a teacher mentoring program to drive teacher professional development and provide targeted support for all students (K - 6). An Assistant Principal (Mentor) was released from class for Semester 2, to work collaboratively with staff and provide additional support, professional development and monitor progress using all of the aspects of the Numeracy Continuum.
- Increased focus on professional learning for ALL teachers in the utilisation of the Numeracy Continuum and the incorporation of the Targeting Early Numeracy (TEN) program across Stage 2 and Stage 3. (This supported those students identified as achieving ‘well below’ and ‘below’ in the baseline data collection for Numeracy in May 2013). The professional learning was led by the Assistant Principal (Mentor) throughout Term 3 and Term 4 2013.

The success of these strategies was evidenced in the data collected in November, regarding student achievement along the Numeracy continuum. The results were as follows:

**TEN**
- 93% of Kindergarten students in the emergent stage improved.
- There was a 117% increase in Year 1 students in ‘counting on and back’ stages
- 24% of Year 2 students were at the top level of *Facile* by the end of the project (above grade level)

**TOWN**
- 90% of target students improved in the *Place Value* bands.
- 93% of student recorded improvement in *Place Value* Band 3.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis of NAPLAN data utilising the Department of Education and Communities (DEC) SMART software package.
- Teacher, student and parent/carer surveys, utilising tools such as SchoolMap, and Survey Monkey.
- Collection and analysis of school based assessment data.
- Teacher, student and parent/carer interviews and focus groups.

**School planning 2012—2014: progress in 2013**

**School priority 1**

**Literacy and Numeracy**

**Outcomes from 2012–2014**

1.1 *Increased levels of literacy and numeracy for every student consistent with national, state and regional directions.*
1.2 *Diminished gap in literacy and numeracy achievement between Aboriginal students and all students.*
1.3 *Strengthened literacy and numeracy learning through the effective use of the full range of diagnostic assessments.*
1.4 *Improved outcomes through targeted strategic early intervention for students experiencing difficulty in literacy and numeracy at key transition points.*

**2013 Targets to achieve these outcomes included:**

*Student literacy achievement to equal or exceed national and state benchmarks.*

- To increase the percentage of students at or above the national minimum standard in:  
  - **Reading:** Year 3 – 98% Year 5 – 93%
- To increase the percentage of students at proficiency (Top 2 Bands) in:  
  - **Reading:** Year 3 – 39% Year 5 – 27%

*Student numeracy achievement to equal or exceed national and state benchmarks.*

- To increase the percentage of students at or above the national minimum standard in:  
  - **Numeracy** - Year 3 – 97% Year 5 – 94%
- To increase the percentage of students at proficiency (Top 2 Bands) in: **Numeracy**-Year3 - 32% Year5 - 28%

**Evidence of progress towards outcomes in 2013:**

- 93% of Year 3 and 98% of Year 5 students achieved at or above the National Minimum standard in Reading.
School priority 2

Leadership and Management

Outcomes from 2012–2014

2.1 Strengthened leadership and management capacity of school staff and executive to drive school improvement.

2.2 Enhanced leadership innovation and increased staff capacity to meet the needs of a significantly culturally diverse and changing school environment.

2013 Target to achieve these outcomes included:

- Strengthen teacher capacity to improve student outcomes, through effective data analysis, modelling best practice & teacher professional learning.

Evidence of progress towards outcomes in 2013:

- Formation of the Executive Leadership Development Group. The focus of this group was to professionally develop aspiring school leaders through analysis and discussion around the Executive Leadership Framework.
- Implemented timetabling strategies to enhance staff collaboration and shared professional learning.
- 100% of staff developed individual professional learning plans, set goals and recorded professional learning to meet relevant accreditation requirements.
- Implemented a lesson study approach across all grades to model, analyse and implement effective delivery of numeracy programs. This process was coordinated by the Assistant Principal (Numeracy Mentor), as part of the Improving Literacy and Numeracy National Partnership. (ILNNP)

Strategies to achieve these outcomes in 2014:

- Continue to refine the school leadership model to increase staff leadership capacity and provide greater leadership experience to aspiring executive staff.
- Non executive staff to continue leading KLA groups, with the assistance of a mentoring executive.
- Expand the Executive Leadership Development Group to incorporate opportunities for shadowing executive and

- 18% of Year 3 and 14% of Year 5 students achieved in the Top 2 Bands in Reading.
- 95% of Year 3 and 82% of Year 5 students achieved at or above the National Minimum standard in Numeracy.
- 12% of Year 3 and 8% of Year 5 students achieved in the Top 2 Bands in Numeracy.
- 100% of staff trained in either TEN (Targeted Early Numeracy K-2) or TOWN (Taking off With Numeracy 3-6) strategies.
- Purchasing of maths resources to support the implementation of TEN and TOWN strategies across K-6
- Early Stage 1 and Stage 1 consolidation of Best Start through collaboration with the Best Start Literacy and Numeracy leader.

Strategies to achieve these outcomes in 2014

- Cross stage team, led by an Assistant Principal (mentor), will facilitate professional learning, targeting the incorporation of learning intentions and success criteria into the development and delivery of literacy programs.
- Purchase of digital resources to support the literacy and numeracy development of students and enhance student engagement.
- Ongoing professional learning for ALL staff in the utilisation of the Numeracy Continuum and the incorporation of the TEN & TOWN programs across Stage 2 and Stage 3.
- Develop a revised scope and sequence and new learning units in Mathematics K-6 to support the implementation of the new syllabus in 2015.
- Additional professional learning for teachers. (Focus will include the implementation of evidenced based assessment of learning, and enhancing student engagement through the effective implementation of technology.)
- Refine the teacher mentor program to drive teacher professional development and provide targeted support for all students (K–6). (An Assistant Principal (Mentor) will be released 1 day per week, to work collaboratively with staff and provide additional support, professional development and monitoring progress using all of the aspects of the Numeracy Continuum.)
- 100% of staff to be trained in the Focus on Reading (FoR) program to enhance students’ development of effective comprehension skills.
professional networking across the Kurrajong Learning Community.

- Review and refine the New Scheme and Beginning teacher induction and mentoring strategy to enhance its effectiveness and provide greater professional learning opportunities for staff.

School priority 3

Curriculum and Assessment

Outcomes from 2012–2014

3.1 Clear alignment between the implementation of curriculum, professional learning and student learning needs.

3.2 Appropriate assessment and reporting practices are embedded in all teaching and learning programs.

2013 Target to achieve these outcomes included:

- Strengthen teacher capacity to improve student outcomes, through effective data analysis, modelling best practice & teacher professional learning.

Evidence of progress towards outcomes in 2013:

- 100% utilising the DEC SMART software package to analyse NAPLAN data and identify trends to target student needs.

- Utilising elements of the Team Leadership for School Improvement K-12 (TLSi) to lead staff reviews of programs operating in the school in order to determine their effectiveness toward enhancing student outcomes.

- Development of a History scope and sequence that targets the development of historical skills, and effectively utilises ICT to enhance student learning.

- 100% of staff upskilled through the implementation of TEN and TOWN, with greater capacity to utilise data to identify student needs and drive teaching and learning.

Strategies to achieve these outcomes in 2014:

- Professionally develop staff in the implementation of learning intentions, success criteria and effective teacher feedback.

- Utilise strategies such as videoing lessons, peer observations and instructional rounds to assess lesson delivery and promote 'best practice'.

- Review and refine student reporting to align report comments with the new syllabi.

School priority 4

Aboriginal Education

Outcomes from 2012–2014

4.1 Effective implementation of the Aboriginal Education & Training Policy and the Aboriginal Education Training Strategy is reflected in all priority areas.

4.2 Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education.

2013 Target to achieve these outcomes included:

- Aboriginal students achieving at a level equal to or above that for non-Aboriginal students in NAPLAN literacy and numeracy.

Evidence of progress towards outcomes in 2013:

- 100% of Year 3 and Year 5 Aboriginal students achieved at or above the National Minimum standard in Reading.

- 80% of Year 3 and 100% of Year 5 students achieved at or above the National Minimum standard in Numeracy.

- Facilitated the delivery of free ear screenings for Aboriginal students through the Tharawal Aboriginal Corporation. This proactive approach greatly reduced the likelihood of developing receptive and expressive language delays in these students.

- Completion of the boomerang garden at the front of the school. This garden provides a tangible and visual reminder of the presence and significance of Aboriginal people in our school and community.

Strategies to achieve these outcomes in 2014:

- Continue to promote indigenous student role models (academic, sporting and creative) within the school through recognition and awards at school and regional level.
• Work with the families of indigenous students, and members of the local AECG to rejuvenate the aboriginal artwork that adorns the school.
• Continue to facilitate free ear screenings for Aboriginal students through the Tharawal Aboriginal Corporation.

School priority 5

Student Engagement and Attainment

Outcomes from 2012–2014

5.1 Students experience challenging, flexible, personalised and safe learning environments.

2013 Target to achieve these outcomes included:
• Increased level of engagement and participation of students.

Evidence of progress towards outcomes in 2013:
• 160 students from Kindergarten to Year 6 (approximately 35% of the total student population) participated in the Active After School Sports program.
• 100% of students participated in the Mr Soccer sports program in Term 2.
• 30 additional iPads were purchased in 2013. These iPads were utilised in stage based groups to enhance the teaching and learning and promote increased student engagement.
• Additional sports teams were entered into the LPSSA completion to accommodate more students and provide greater opportunity to showcase their sporting talents.
• The Biennial creative arts showcase – ‘Disney through the Ages’ was produced and presented in Term 3. Sessions were sold out, with a high demand for DVD recordings of the performance.
• An SLSSO from West Tigers NRL club was employed to support the learning of students experiencing difficulty with behaviour and engagement. As a result, the number of playground and classroom incidents reduced considerable, student motivation and attendance increased and learning outcomes reflected these improvements.

Strategies to achieve these outcomes in 2014:
• Expand the use of tablet technology across all grades, with a focus on developing students’ capacity to operate cross platform devices (eg. iPads and windows tablets)
• Professionally develop staff in the use of collaborative and cloud based software. (Eg. Google Apps and Office 365) to support learning across all environments.
• Continue to provide enrichment/remediation and extra-curricular activities to ensure a differentiated curriculum exists to engage students and address needs.
• Establish, in partnership with local feeder high schools (Casula HS and Lurnea HS) a Gifted and Talented (GAT) Creative Arts, Maths and Science program for targeted students in Stage 3.

School priority 6

Community Engagement

Outcomes from 2012–2014

6.1 Enhanced school structures that engage and promote community partnerships in the teaching and learning continuum.

2013 Target to achieve these outcomes included:
• Increased parental capacity to support the learning of students.

Evidence of progress towards outcomes in 2013:
• Communication between home and school enhanced through the redesign of the school newsletter, regular updating of the school website and the creation of a school Facebook page.
• High attendance rates at whole school functions such as: Easter Hat parade, Multicultural Open Day, Education Week Open Day, Sports Carnivals, Whole School Creative Arts Performance etc.
• Positive attendance at parental workshops. Topic included: Best Start, Reading and Mathematics.
• Successful operation of the parent Reading Tutor program. Approximately 12 parents were involved in the running of this program over 3 terms, and enabled the school to implement additional support programs to enhance student learning and progress in literacy, particularly reading.

Strategies to achieve these outcomes in 2014:
• Increased parental workshops, particularly focusing on Literacy and Numeracy, to
enhance parents’ capacity to support their children’s learning within the home environment.

- Implementation of Parent English classes, to support the language acquisition of non-English speaking parents with our school community. Enhancing the language ability of these parents will further support their children within the home environment.
- Implementation of an afternoon ‘toddler reading group’. This group will target the brothers and sisters of students currently enrolled, to develop basic reading skills and promote a positive attitude towards reading and language development.
- Critically analyse the family - school partnership that currently operates at Prestons PS and review, refine and implement ‘Best Practice’ strategies using the ‘Family-School Partnership Framework’.

Professional learning

In 2013, approximately $62000 was spent on the professional development of staff (an average of approximately $2300 per staff member), which was more than double the amount spent in 2012. Staff were professionally developed in targeted areas of need, as identified within the School Management Plan, with a strategic approach applied to the professional development of staff, to maximise the cost effectiveness of training, and ensure that ALL staff benefitted from the professional learning.

A breakdown of the areas of professional learning for 2013 is outlined in the table below:

In 2013, K-2 staff were professionally developed to effectively implement the Targeting Early Numeracy (TEN) program. This strategy enhances the Numeracy development of students within K-2 and provides an excellent basis for ongoing improvement for students in Years 3-6. This program was funded through a specific grant, and involved staff members attending a number of professional development courses, as well as observing and presenting observation lessons back in the school setting. Staff also developed their capacity to analyse and utilise data to assess and drive student performance in Numeracy.

In addition to this, the teachers in K-2 received professional learning from the Literacy and Numeracy Leader in the areas of: Numeracy, Phonemic Awareness, Writing, and Talking and Listening as part of the Best Start initiative. This program was rolled out using a mentoring model. The 3-6 teachers worked collaboratively with the Assistant Principal (Numeracy Mentor) during Semester 2, to develop their understanding of the Numeracy continuum, and enhance their capacity to plan and deliver explicit Numeracy lessons linked to strategy based Maths.

A targeted team of staff from Years 3-6 also worked collaboratively with a regional Mathematics consultancy team, as part of the Taking Off With Numeracy (TOWN) program. This program was rolled out in 2 Phases, with Phase 1 examining the use of data in relation to the Numeracy continuum, and utilising this data to drive student improvement. Phase 2 of the program involved staff developing the practice of delivering ‘short, sharp’ focused lessons on place value and multiplication/division.

In 2013, all staff participated in professional learning relating to the introduction of the new English Syllabus in 2014. Staff worked collaboratively through a series of modules, lead by the Assistant Principals, aimed at raising staff awareness of the new syllabus and the Literacy continuum. This process will continue into 2014 as staff work towards the implementation of the Mathematics Syllabus.

In 2014, staff will be undertaking significant professional learning in the teaching of comprehension, as they train in the Focus on Reading (FoR) program. In 2013, one member of staff was trained as a school facilitator of the program, and will deliver the program to the rest of the staff over an 18 month timeframe.
Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent and students responses were gathered through a variety of strategies including: Surveys; Focus Groups, Open Days, P&C meetings and playground conversations.

Once again, as a whole the parents were positive in their response to the school operation. Comments were made regarding changes to general school operations, structural and landscape improvements within the school boundaries, the provision of extra curricular and co-curricular activities, the expansion of sporting programs in the school, advances in behaviour management/student welfare, and the positive effect of leadership on the culture of the school.

Strong community satisfaction and support was further evidenced in 2013 through excellent attendance at school events such as: Assemblies, Open Days, Sports Carnivals, Community BBQs, the Whole School Showcase and Presentation Assemblies.

In 2013, the community was surveyed to analyse parents’ opinions of the management structures operating at Prestons Public School using a School Map survey.

Below is a graphic representation of the results received from the parent survey.

![2013 Parent Survey - School Management](Image)

Unfortunately, only 46 responses were received, representing just 13% of the total school community.

An analysis of the overall survey results however, indicated a positive and supportive view of the current management strategies, with 86% of responses answering “Almost Always” or “Usually” to the questions posed.

Strengths were identified in the following areas:

- The allocation of money and other resources are managed effectively.
- The school is well organised.
- The school is continually looking for ways to improve its performance.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Mark Greentree Principal
Elissa Beavis Assistant Principal
Lynne Leverett Assistant Principal
Rita Raiti Assistant Principal
Haley Storkey Assistant Principal
Rebecca Jordan Classroom Teacher
Teng Teng Kinnavong Classroom Teacher
Susan Mitchell Classroom Teacher
Jennifer Schroeder Classroom Teacher
Ashley Siddons Classroom Teacher
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: