School context statement

Prestons Public School is situated in the Liverpool Network of schools, and located within the Liverpool Local Government Area (LGA). 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 (Casual HS & Lurnea HS) and, along with Casula PS, Dalmeny PS and Lurnea PS, is a member of the Kurrajong Learning Community (KLA).

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.

Prestons Public School promotes a culture of collaboration, inclusiveness and a commitment to excellence, which is shared and supported by the broader community. Innovative educational, cultural and community programs emphasise the commitment of Prestons Public School to provide highly effective and sustainable educational programs for all students.

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
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<th>2011</th>
<th>2012</th>
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<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>241</td>
<td>235</td>
<td>231</td>
<td>228</td>
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<tr>
<td>Female</td>
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<td>235</td>
<td>226</td>
<td>215</td>
<td>232</td>
<td>242</td>
</tr>
</tbody>
</table>

A smaller than expected Kindergarten cohort in 2014 resulted in a stabilisation in enrolment numbers at the commencement of the school year. Additional enrolments during the first two terms continued the growth trend that commenced in 2013, and at the end of the 2014 school year, the projected enrolment numbers indicate a significant increase in 2015.

Management of non-attendance

The successful implementation of an effective attendance management system at Prestons Public School in 2014, has resulted in continued improvement in student attendance. Staff have continued to implement proactive strategies, to engage students effectively and support those students (and their families) who are experiencing difficulty with maintaining regular attendance and punctuality. Personal and regular contact with families has proven to be a particularly effective strategy, especially in those cases where a documented history of irregular attendance is evident. Early intervention and notification by staff has also proven to be another highly effective and successful strategy.
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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>15.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.735</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</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>Teacher of ESL - Refugee Support</td>
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<tr>
<td>Teacher - Priority School Funding Scheme</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.382</td>
</tr>
<tr>
<td>Total</td>
<td>30.315</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014, 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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>45</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

In 2014, approximately $49000 was spent on the professional development of staff (an average of approximately $17000 per staff member). Although Professional learning expenditure was lower than 2013, a significant amount of professional learning was completed after school as part of our Focus on Reading training, which was at no cost to the school.

In line with the School Plan, staff were professionally developed in targeted areas of need. In addition to this professional learning, Beginning teachers also received additional support and professional development, as outlined in the section below.

A breakdown of the areas of professional learning for 2014 is outlined in the table below:

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bag. Teachers</td>
<td></td>
</tr>
<tr>
<td>Qual Teach</td>
<td></td>
</tr>
<tr>
<td>Lit/num</td>
<td></td>
</tr>
<tr>
<td>ICT</td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
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</tr>
<tr>
<td>Welfare</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td>Aust Curriculum</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30.315</td>
</tr>
</tbody>
</table>

FOCUS ON READING PROGRAM (FoR)

Phase 1 of the Focus on Reading (FoR) program was implemented in 2014, with an anticipated conclusion in early 2015. The training program will account for 35 hours worth of professional development for all staff members.

Executive staff members have completed an additional 8 hours of professional development which focused on school culture and supporting staff members in implementing more explicit programming.

Focus on Reading 3-6 is an intensive professional learning program for teachers to support the explicit teaching of the key aspects of reading in the middle and upper primary years, namely comprehension, vocabulary and reading text fluency. The program draws from a sound research base that justifies the need for these key aspects to be at the forefront of literacy teaching and learning in the middle years.

Beginning Teachers

The Great Teaching, Inspired Learning reforms have a key focus on beginning teachers receiving high quality induction to support their entry to the profession and to enhance their teaching skills. Funding was received in 2014 to support four teachers who were permanently appointed to Prestons PS. Each teacher was allocated an experienced mentor, to guide and support the staff member in the development and implementation of a personalised professional learning program. Funding was also utilised to access targeted professional learning courses and restructure teaching loads to facilitate quality professional learning/mentoring time.
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 30/11/2014
Income
- Balance brought forward 334043.36
- Global funds 267753.19
- Tied funds 366078.05
- School & community sources 116608.57
- Interest 11535.57
- Trust receipts 17135.00
- Canteen 0.00
Total income 1113153.74
Expenditure
- Teaching & learning
  - Key learning areas 57729.24
  - Excursions 22807.87
  - Extracurricular dissections 31274.29
- Library 5720.88
- Training & development 19156.51
- Tied funds 298629.60
- Casual relief teachers 79636.67
- Administration & office 96135.17
- School-operated canteen 0.00
- Utilities 62892.84
- Maintenance 35671.21
- Trust accounts 13954.82
- Capital programs 34799.82
Total expenditure 758408.92
Balance carried forward 354744.82

A full copy of the school’s 2014 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 2014
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).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy
(including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 3 - Numeracy

Percentage in bands:
Year 3 Numeracy

- Percentage in Bands
- School Average 2010-2014
- SSG % in Bands 2014
- State DEC % in Bands 2014

NAPLAN Year 5 - Literacy

(including Reading, Writing, Spelling and Grammar and Punctuation)

Percentage in bands:
Year 5 Reading

- Percentage in Bands
- School Average 2010-2014
- SSG % in Bands 2014
- State DEC % in Bands 2014

Percentage in bands:
Year 3 Spelling

- Percentage in Bands
- School Average 2010-2014
- SSG % in Bands 2014
- State DEC % in Bands 2014

Percentage in bands:
Year 3 Grammar & Punctuation

- Percentage in Bands
- School Average 2010-2014
- SSG % in Bands 2014

Percentage in bands:
Year 5 Writing

- Percentage in Bands
- School Average 2011-2014
- SSG % in Bands 2014
- State DEC % in Bands 2014

Percentage in bands:
Year 5 Spelling

- Percentage in Bands
- School Average 2010-2014
- SSG % in Bands 2014
- State DEC % in Bands 2014
2014 was another successful year of sporting achievements for Prestons Public School.

Once again, the students were provided the opportunity to participate in a wide range of sporting activities including: PSSA, Footsteps Dance Program, an improved K-6 fundamental movement skills program, and the Active After School Sports Program. Students in Years 3 to 6 competed in the Summer and Winter PSSA program. Thirteen teams competed in the 2014 competitions, showing continued growth on participation numbers in previous years (4 teams in 2012 and 10 teams in 2013). Prestons competed in both Junior and Senior competitions, entering teams in OzTag, Soccer, Rugby League and Netball.

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 or higher.

Students from K-6, participated in the Active After School Communities program and/or the Premier’s Sporting Challenge in Semester 2, resulting in a sustained increase in physical activity for all students in K-6.

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.
- 2 students represented the LPSSA at the Regional Swimming, Cross Country carnivals.
- 1 student represented South West Sydney region at the State Carnival in Cross Country.
- 2 students were awarded Lions Head Certificates for outstanding performances in the Liverpool Zone PSSA.
- The Senior Boys Soccer and the Senior Girls Netball teams won their Liverpool Zone PSSA Grand Finals.

Other achievements

Sport

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Arts

Choir

Once again, the students at Prestons Public School formed two choirs, performing at two special events on the school calendar. The senior choir performed two songs at the Annual Presentation Day assembly, while the Christmas Choir once again performed at the Launch of the ‘K-Mart Wishing Tree’ at Casula Mall.
Dance Groups

Senior Dance Group
The 2014 senior dance group consisted of 16 members from Years 3 to 6. The group practiced each week, perfecting a dance performance titled: “Alice in Wonderland Remix”. The group showcased their performance at the Liverpool Arts and Film Festival (LAaFF) where they received a wonderful reception. The group repeated their performance that the Annual Presentation Day Assembly.

Junior Dance Group
The 2014 Junior Dance Group consisted of 17 students (four boys) from Years 2 to 4. The group also practiced each week, to develop a basketball themed performance titled: ‘Space Jam’. Using basketballs as props, the students energetically performed for the enjoyment of the audience members at the Liverpool Arts and Film Festival (LAaFF), as well as the Prestons school community, as the opening performance of our Annual Sports Presentation Assembly.

Music Stars Program
This year the school funded a whole school music program presented by ‘Music Stars’. The programs provided a wonderful opportunity for the students to have quality music lessons that fulfilled outcomes within the Creative Arts curriculum. Each class participated in a half an hour lesson each Monday. During the lessons, students sang songs, played instruments and discussed theory related to music. The program improved teachers’ and students’ knowledge and understanding of music. The students enjoyed learning how to read music as well as how to play the glockenspiel and other percussion instruments such as: tambourines, triangles, castanets and maracas. The teachers learnt new strategies for implementing music lessons within classrooms and further developed their music vocabulary. The program was very successful and the staff are looking forward to implementing a new whole school music program in 2015.

Drama Club
In 2014, our Drama Club met once a week to develop their knowledge of drama skills and techniques through drama games and improvisation. They also participated in the Primary Play Day, where through the play-building process, they developed a drama piece titled Roald Dahl’s Dreaded Dream. The club performed their piece at the Primary Play Day Showcase Day, held at the Hurstville Entertainment Centre.

Significant programs and initiatives – policy

Aboriginal education
In 2014, Prestons Public School continued to provide significant educational opportunities to all students, respecting, promoting and valuing the strength, diversity and richness of Aboriginal cultures and its impact on our society.

Stage 3 Aboriginal students took part in the “Koori Bridges Koori Education Carnival” at the University of Western Sydney. Students were exposed to lessons and activities based on higher learning opportunities.

Two staff members attended the Annual Aboriginal Education conference.

Prestons PS created a school artwork during reconciliation week based on the theme “Let’s Walk The Talk”. Each student created and decorated a foot outline, with messages of reconciliation and multiculturalism on them. Aboriginal students performed the “Reconciliation Dance” at assemblies. The students learnt the dance choreographed by “Move It Mob Style” through online videos with teacher support. On Sorry Day, one Aboriginal student wrote and read a speech informing the students of the importance of Sorry Day and asked for a minute silence. All students were exposed to Aboriginal perspectives through notebook lessons and activities about Reconciliation and NAIDOC weeks respectively.
Multicultural education and anti-racism

Prestons Public School has a proud and vibrant multicultural community. With a school population made up from 72% of student coming from a language background other than English, and over 40 different cultural groups, students are constantly reminded of the diverse nature of our society. Harmony Day celebrations recognize and celebrate our diversity, whilst reinforcing our shared commitment to work together as a unified society to ensure that our school and country continues to flourish.

In 2014, a Parent English class was initiated to empower parents from language backgrounds other than English, to effectively engage in the educational process with their children at Prestons PS. Each week, parents were assisted in developing their basic conversational English, and assisted in developing the skills to effectively communicate within the local and broader community. The program was concluded with an excursion to the “Sculpture By The Sea” exhibition at Bondi Beach. For some of our parents, this was their first time at this iconic Sydney Beach. The Parent English Program was a highly successful and well-supported initiative and will be continued in 2015.

Significant programs and initiatives – equity funding

In 2014, in line with the Local Schools Local Decisions educational reform, schools were allocated equity funding under the Resources Allocation Model (RAM).

In 2014, Prestons Public School received funding for two equity areas: Aboriginal Background and Socio-economic Background.

Aboriginal background

Prestons Public School was allocated $9219 under the Resource Allocation Model (RAM): Aboriginal Background. These funds were provided to support the learning of 19 Aboriginal students.

Funds were utilised in a number of ways to support and enhance the learning experiences of the targeted students.

Areas of expenditure included:

- Payment of excursion, sports and extra-curricular program fees.
- Purchasing of uniforms and school resources
- Funding of teacher aides to provide targeted learning and engagement support.

In addition to the funding support, all Aboriginal students had personal learning plans developed in consultation with their families. These plans promote genuine engagement in the learning process by collaborating with both students and parents in order to identify and target student strengths, outline areas of need, and develop effective learning plans to maximize student achievement. These plans are revised on a regular basis with changes negotiated for each individual.

Socio-economic background

Funds received in this equity area, were effectively utilised to maximize student learning and engagement.

Successful strategies in 2014 included:

- Engaging a Speech Pathologist from Liverpool Speech Pathology Services to work with the Learning Support Team, and provide assistance to students with communication difficulties.
- Utilising the staffing allocation to assist with the creation of 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 ongoing initiative - ‘Getting the Foundations Right’.)

Three students receiving the Aboriginal student achievement awards at the Annual Presentation Assembly.
✓ Providing a targeted support program for students in Years 3 to 6, by funding additional Learning and Support staff. This program provided a significant increase in student support both in the regular classroom setting and through targeted withdrawal groups.

✓ Establishing a Teacher Mentor position to drive teacher professional learning.

✓ Implementing a Toddler Reading program, to target the learning and language development of the preschool siblings of students at Prestons PS, prior to their commencement of Kindergarten.

English language proficiency
As part of our ESL program, the learning needs of New Arrival and Refugee students were effectively supported through in-class and targeted withdrawal programs. Successful strategies/programs included:

✓ Allocation of additional teaching time to target and support ESL, New Arrival and Refugee students.

✓ Establishing a Parent English Class. This strategy not only enabled the parents of ESL students to effectively communicate and participate in the educational programs at school, it also ensured that the language skills that were taught at school were further supported within the home environment.

✓ Staff participated in ongoing professional learning to analyse the EAL/D learning progression, and collaborate in stage teams, refining the processes of leveling student work samples and identifying progress on the EAL/D learning progression.

Learning and Support
Significant funding was received in 2014, to support the learning of two students with Cerebral Palsy. Funds were utilised to employ full time Student Learning Support Officers (SLSOs) to assist the students with their learning.

In addition to this, funds were also utilised to employ an SLSO from the West Tigers National Youth Cup (NYC) team, to work with students who experience difficulties in the classroom and playground. This strategy was highly successful, resulting in a measureable increase in ‘on task’ behaviour from the students involved in the program. A significant reduction in playground incidents, an increase in student engagement and motivation and improved student outcomes were also achieved.

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 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:

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 student experiencing difficulty in literacy and numeracy at key transition points.
Evidence of achievement of outcomes in 2014:

- 95% of Year 3 and 98.5% of Year 5 students achieved at or above the National Minimum standard in Reading.
- 27% of Year 3 students achieved in the Top 2 Bands in Reading. (Up from 18% in 2013).
- 91% of Year 3 and 97% of Year 5 students achieved at or above the National Minimum standard in Numeracy.
- 31% of Year 3 students achieved in the Top 2 Bands in Numeracy. (Up from 12% in 2013).
- Average progress for students in Reading, Spelling and Grammar & Punctuation (2012-2014) was higher than the State average.
- Average progress for students in Numeracy and Writing (2012-2014) was below the State average.

Strategies to achieve these outcomes in 2014:

- 100% of staff were trained in Focus on Reading, TEN (Teaching Early Numeracy K-2) and/or TOWN (Taking off With Numeracy 3-6) strategies to enhance the programming, delivery and assessment of effective Literacy and Numeracy programs.
- Additional professional learning for teachers in the implementation of evidenced based assessment of learning, and enhancing student engagement through the effective implementation of technology.
- 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.
- Development of a revised scope and sequence and new learning units in Mathematics K-6 to support the implementation of the new syllabus in 2015.
- Purchasing of digital resources to support the literacy and numeracy development of students and enhance student engagement.

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.

Evidence of achievement of outcomes in 2014:

- Several staff seconded to other school settings in order to fulfill higher leadership duties (eg. Relieving Principal, Relieving Assistant Principal etc)
- 100% of teachers negotiating, implementing and reviewing individual professional learning plans, to set personal goals, record professional learning, and meet relevant accreditation requirements.
- 100% of teachers implementing reflective collegial teaching practices that focus on effective feedback to students and colleagues.
- Higher order leadership skills demonstrated by Executive staff through personnel management, growth coaching & mentoring.

Strategies to achieve these outcomes in 2014:

- Principal and Assistant Principals complete Growth Coaching training.
- Continued refinement of the school leadership model to increase staff leadership capacity and provide greater leadership experience for aspiring executive staff.
- Non-executive staff continue leading KLA groups, with the assistance of a mentoring executive.
- Revision and refinement of the New Scheme and Beginning teacher induction and mentoring strategy, to enhance its effectiveness and provide greater professional learning opportunities for staff.
- Implementation of effective timetabling strategies to promote professional learning and collegial dialogue.

Stage 3 students participated in an extension Science program at Casula High School.
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.

Evidence of achievement of outcomes in 2014:

• 100% of teachers trained in utilising SMART and PLAN data effectively to identify grade targets, develop customised class learning plans and access online teaching strategies.
• 100% of teachers imbedding ICT into all teaching and learning, to develop students capacity to utilise technology, promote student engagement and improve student outcomes.
• 100% of teachers utilising “Bump it Up” and “Data Walls” to inform and enhance student performance in Literacy and Numeracy.

Strategies to achieve these outcomes in 2014:

• Professional development of staff in the implementation of learning intentions, success criteria and effective teacher feedback.
• Utilisation of strategies such as peer observations and instructional rounds to assess lesson delivery and promote ‘best practice’.
• Revision and refinement of 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.

Evidence of achievement of outcomes in 2014:

• 100% of Year 3 and Year 5 Aboriginal students achieved at or above the National Minimum standard in Reading & Numeracy.
• 100% of Aboriginal students have a Personalised learning plan that is developed in consultation with their families.
• Facilitated the delivery of free ear screenings for Aboriginal students through the Tharawal Aboriginal Corporation. This proactive approach continues to reduce the likelihood of developing receptive and expressive language delays in these students.
• Stage 3 Aboriginal students took part in the “Koori Bridges Koori Education Carnival” at the University of Western Sydney. Students were exposed to lessons and activities that focussed on higher learning opportunities and pathways.

Strategies to achieve these outcomes in 2014:

• Continued promotion of 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.
• Continued facilitation of free ear screenings for Aboriginal students through the Tharawal Aboriginal Corporation.
• Establishment of professional networks with the University of Western Sydney to the education of Aboriginal students.

School priority 5

Student Engagement and Attainment

Outcomes from 2012–2014

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

Evidence of achievement of outcomes in 2014:

• 100% of students participated in school funded extra curricular activities (ie: Footsteps Dance Program and Music Stars)
• Increase in student participation in PSSA sport (4 teams in 2012, 10 Teams in 2013, 13 teams in 2014)
• Increase in student attendance rates.

Strategies to achieve these outcomes in 2014:
• Expansion of 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)
• Professional development of staff in the use of collaborative and cloud based software. (Eg. Google Apps and Office 365) to support learning across all environments.
• Continued provision of enrichment / remediation / extra-curricular activities to ensure a differentiated curriculum exists to engage students and address need.
• Establishment, 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.
• Successful implementation and participation in the Toddler Reading Program.
• Increased parental participation in the P&C.

Strategies to achieve these outcomes in 2014:
• Increase in 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’.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

As in previous years, parent and student responses were gathered through a variety of strategies including: Surveys; Focus Groups; Open Days; P&C meetings; and informal playground conversations.

Additional data was also obtained from the wider community following excursions and performances, and from new families enrolling in the school, which overwhelmingly presented a positive status held by Prestons Public School in the wider community.

In general, parents were positive in their response to the day to day operation and management of the school. The provision of extra curricular and co-curricular activities, the expansion of sporting programs, behaviour management and student welfare programs were all areas that garnered a positive response from...
the community. Community events such as the ‘Meet the Teacher’ BBQ, Open Days, Mini Fete and the community movie night were all extremely well attended, providing a tangible indication of positive support for the school by the parent community.

In 2014, the community was surveyed to analyse the opinions of the School Culture at Prestons Public School using a School Map survey. The results have been collated into the table below.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Almost always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
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Unfortunately there was a very poor response to the survey (approximately only 10% of surveys were returned), however from the responses received, a positive picture of the School Culture at Prestons PS was presented, with 86% or greater of the surveys received responded “Almost Always” or “Usually” to the questions posed.

Strengths were identified in the following areas:

- The students are the school’s main concern.
- The school appreciates having my child as a student.
- The School encourages students to achieve their best.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The new plan can be viewed at:


**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
Rita Raiti  Assistant Principal
Haley Storkey  Assistant Principal
Ashley Siddons  Classroom Teacher
Jennifer Schroeder  Classroom Teacher
Tara Meyers  Classroom Teacher
Rebecca Jordan  Classroom Teacher

**School contact information**

Prestons Public School
Cnr Kurrajong and Box Roads, Prestons  2170
Ph: 96027435
Fax: 98211192
Email: prestons-p.school@det.nsw.edu
Web: www.prestons-p.schools.nsw.edu.au
School Code: 2901

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: