

Preston Girls Secondary College
8240

2008 Annual Report to the
School Community



School Overview

Founded in 1928, Preston Girls' Secondary College celebrated its 80th birthday during 2008. The single campus college caters for students in years 7-12 and is located in the heart of Preston. The school population reflects the diversity of Melbourne with the young women and staff coming from over 30 countries across the world. The rich cultural heritage and diversity of the College is actively celebrated and students are encouraged to promote their cultures in the wider Australian society.

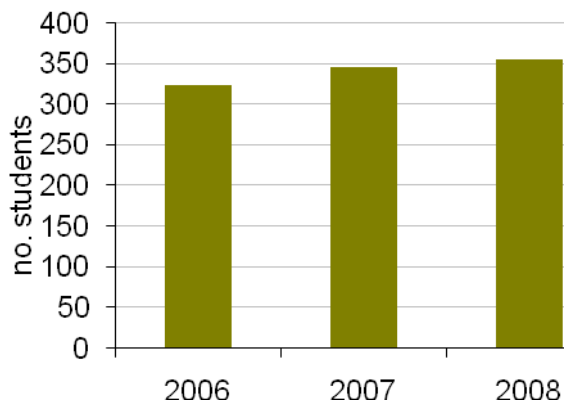
Easily accessible by public transport, the College draws its students from as far afield as Craigieburn, Thomastown, Fitzroy and Mill Park. In 2008 year 7 students came to the college from 20 government primary schools.

Preston Girls' is committed to meeting the needs of its students, their parents and the broader school community. A strong leadership program is in place which aims to develop confident young women who will make a positive contribution to our society.

The 2008 school year began with a dedicated 'Getting Started Program' which set the scene for the year. Students participated in a range of activities which included 'getting to know you' type games, re-examination of the school vision and values and student rights and responsibilities.

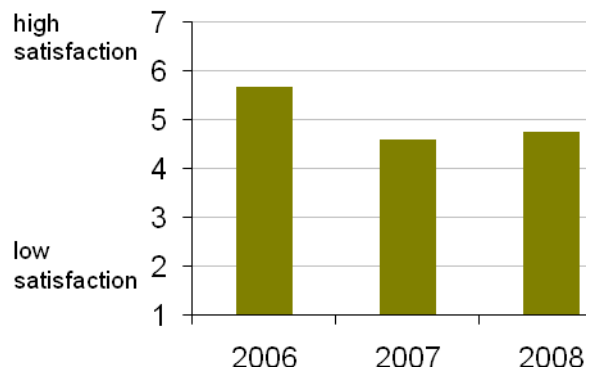
Student enrolments - Student enrolments at the 2007 census were 345. This figure increased by the 2008 census to 355.

Total students enrolled in school



Parent Satisfaction – Whilst only a small number of parents responded to this survey, a slight improvement over the 2007 data is shown. Consideration will be given to ways in which the Survey response rate can be improved for 2009. In the survey, parents were asked to what extent they agreed with the statement “Overall, I am satisfied with the education my child receives from their school”. The results are shown on a scale where 1=strongly disagree and 7=strongly agree.

Parents' satisfaction with this school
(average score on scale of 1 to 7, where 7 is best possible score)



Commonwealth Requirements

Teacher Satisfaction - The average score for teacher satisfaction (morale) at this school was 56 on a scale from 0 to 100 where 100 is the best possible score. This was a small improvement over the 2007 figure.

Teacher Retention - Of the 44 teaching staff at Preston Girls' Secondary College at June 2007 (including those on leave without pay), 39 or 89% were still at the school at June 2008. This figure across all Government schools was 84%.

Teacher participation in professional learning – All teaching staff have participated in professional learning throughout the year. A major focus in 2008 was through the Achievement Improvement Zone Project, which aims to improve teacher skills and practice in order to improve student learning and outcomes. This involved activities including peer classroom observations and coaching.

Teacher Qualifications – All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at; http://www.vit.vic.edu.au/content.asp?Document_ID=241.

Principal's Report

2008 marked the 80th birthday of the college and the centenary of women's suffrage in Victoria. These two anniversaries provided an opportunity to reflect on and celebrate past and present achievements as well as looking at the next stage in creating an exciting future for the college.

A community reunion and celebration day was conducted on the 13th September. Many past students returned to share stories and memories of times shared. A special guest was Miss Molly Brennan principal of the school during the 1960's who at 93 travelled from Bendigo to join the festivities.

A particular highlight during the year was the formation of a partnership with the staff of JP Morgan investment bank. This partnership provided access to a range of opportunities for our students. A highlight was the establishment of the JP Morgan prize - \$1500 to be awarded annually to the Dux of the College.

2008 also saw the college join the Darebin Achievement Improvement Zone project and introduce a specific focus Literacy program in years 7&8. In the Achievement Zone, the college is working with educational experts and all schools in the City of Darebin to develop programs and strategies to improve learning, teaching and student outcomes for all students.

Our Literacy program provides small group specialised support to all students to build their literacy skills. This is identified by the college as important in providing the basis from which all students can improve their outcomes and results.

In the second year of the 2007 -2010 College Strategic Plan a number of major initiatives were moving into implementation stages which were beginning to impact positively across the college.

- Commencing the year with a 4 day Getting Started program for all students and staff set the tone, expectations and directions for the year.
- Successful implementation of the revised elective program at years 9&10

Opportunities for students to be involved with a range of academic and extra curricula programs continued to be an important area of the college program as was the continuing support for students requiring support and assistance with physical, emotional and social needs.

Facilities projects focussed on improving the learning environment and ambiance of the college were undertaken in the following areas:

- refurbishment of the college library and new furniture for the M5&6 learning space
- new blinds incorporating black out capacity for classrooms in M block
- technology upgrades provided for: new computers, printers and associated software for the VCD and Desk Top publishing area, replacement of all stoves in the food area technology
- painting and refurbishment of the quadrangle and canteen
- grounds redevelopment work including the creation of the Birthday garden and laying of sponsored commemorative pavers.
- new piano for the music department

The end of 2008 saw the graduation from the college of the youngest daughter of our long standing and energetic council president Mr Ron Chambers. Ron has been a champion of the college and has worked tirelessly to ensure that in all areas the college has been the very best it can be. On behalf of the college community and especially from my perspective as college principal, I extend to him grateful and heartfelt thanks for his commitment to the education all of the students at the college, unswerving support and consistent hard work.

The results achieved by students and the breadth of activities in which the college engaged made for another memorable and productive year in the continuing story of Preston Girls.

Cheryl Judd
College Principal

School Council President's Report

2008 was a great year for Preston Girls' Secondary College. With very successful VCE results, all girls went onto their desired paths whether that was University, TAFE or employment.

A special thanks to the staff, teachers and school councillors of Preston Girls' for all the hard work for the year, in assisting the students achieve their very best.

After 14 years at Preston Girls', 12 as School Council president, it is time for me to move on as the last of my three girls (Carly, Sarah and Nicole) has finished VCE.

As a parent, to be able to volunteer my 'spare' time to help has been very rewarding. Overseeing many different changes and helping to implement them, I am very happy with the way the school has grown and developed over the 14 years I have contributed.

Often people have made the assumption that I have been paid for my position as school council president, with the thought of volunteering being somewhat silly. However, I can think of no better reward than to be an active part of my children's schooling and to be part of a school council that oversees and implements decisions that have made my daughters' education stand out from other schools in the region.

I would like to thank past and present Principals, especially current principal Cheryl Judd, Assistant Principals, office staff, teachers and councillors for all their help over the years to make Preston Girls' Secondary College a caring and sharing place to be.

Thank you for my time spent here.

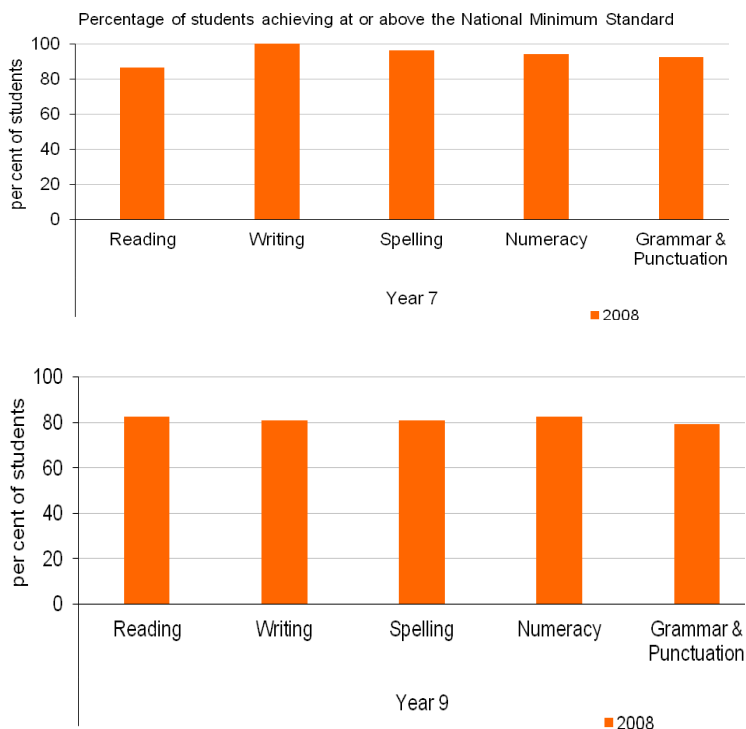
Ron Chambers

Student Progress & Achievements

Student Learning

The refinements made during the review period of 2006/2007 which brought the college curriculum programs into full alignment with VELs requirements and supported the achievement of the curriculum goals as set out in the 2007-2010 School Strategic Plan had their first full year of operation. These provided greater curriculum choice to students at years 9 and 10.

Percentage of students achieving at or above the National Minimum Standards – NAPLAN results data indicates that 86% or more of all year 7 students are achieving at or above all the National Minimum Standards, while around 80% of all year 9 students are achieving at or above the National Minimum Standards. 100% of year 7 students performed at or above the minimum standards in writing.



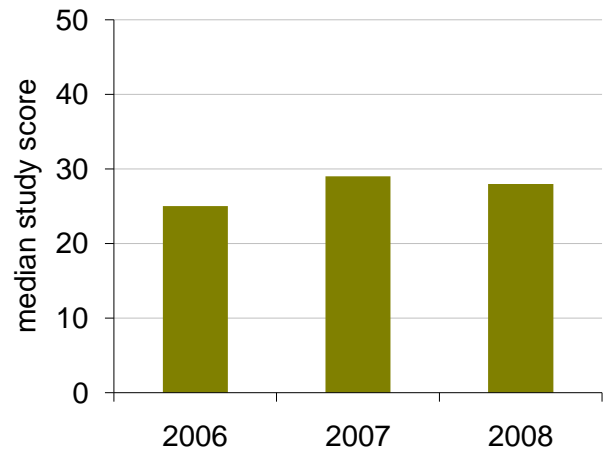
VCE/VET median study score – The Allstudy mean score for 2008 was 28.9 which is a slight increase on the 2007 figure.

- Further improvement in the outcomes of Year 12 students: Dux 97.25, 18 % with ENTER scores in the 80's&90's and 82%

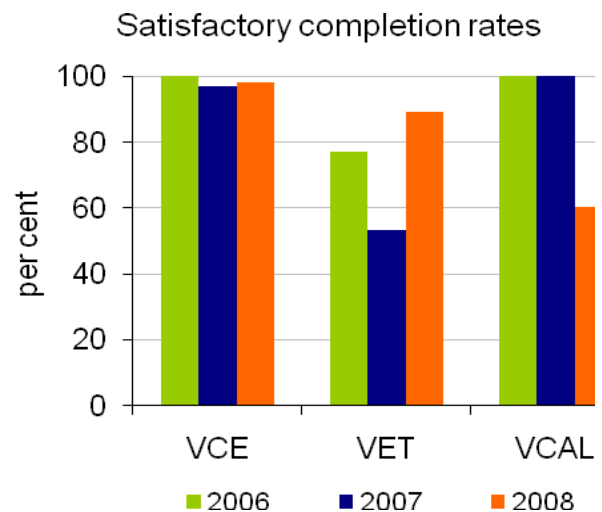
receiving prior or first round University place offers.

- 20% of students proceeding to tertiary studies were also successful in gaining scholarships to support their studies.

VCE/VET median study score



Satisfactory completion rates – the College continues to maintain a high percentage of students who satisfactorily complete the VCE.



- VCE – The percentage of eligible VCE students that completed in 2008.
- VET - This describes the number of VET units of competence completed in a year as a percentage of those undertaken.
- VCAL - Percent satisfactory completion of VCAL credits.

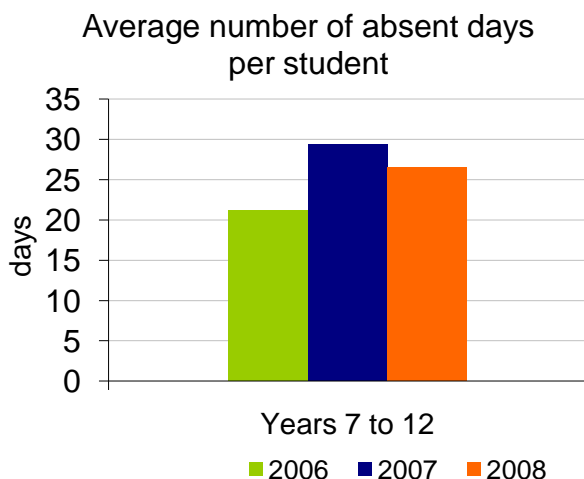
VCAL students leaving school to begin apprenticeships, traineeships or employment who may not complete the year, are nevertheless regarded as achieving an excellent pathways outcome.

Reporting on PSD students – Since 2007 the school has had an 'integration room' in operation. The room was established so that students had a place to go and work when they had a study period and also to house resources for these students.

The PSD students continue to be given the option of studying one less subject than their peers in Years 9 & 10 in order to provide them with extra time to complete work, extra time to work with their aide or visiting teacher and extra time if needed to focus on their literacy and numeracy skills. Due to the additional support that PDS students have been given we have six students in VCE and two in the VCAL program.

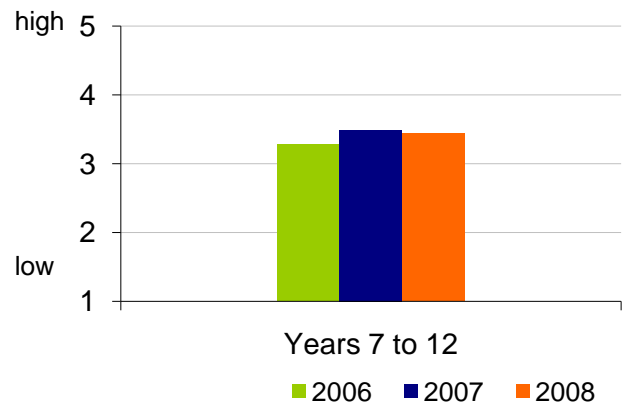
Student Engagement and Wellbeing

Average number of absent days per student – The graph below indicates a decline in the average number of days absent from 2007 to 2008. The average number of days absent per student decreased from 29.4 in 2007 to 26.5 in 2008. The 2008 figure is however of concern, as it is still 10.2 days above the state mean. The school's data does however show a decline in the average number of days at year 7, 9, 10 and 12 from the previous year. In 2009 we will continue to analyse the absence data in depth to ascertain reasons for absenteeism and strategies for increasing attendance. Much work still needs to be done to reach the target of 16 days average per student set in the School's Strategic Plan 2007 – 2010. To facilitate this process an Attendance Improvement Working Party has been formed whose terms of reference are to investigate all processes and procedures in relation to student absence with the overall aim of achieving the targets specified in the Strategic Plan.



Students' school connectedness – The Strategic Plan 2007 – 2010 acknowledges the need to continue to improve student wellbeing and connectedness and in recognition of the importance of this the College has appointed a Leading Teacher in the area to oversee the overall implementation, delivery and ongoing evaluation of student support programs. The graph below indicates a slight fall in the Connectedness to School component of the Attitudes to School Survey. In 2008 for year 7 – 12 the score was 3.44 / 5 compared with 3.5 / 5.0 in 2007.

Student connectedness to school
(average score on scale of 1 to 5, where 5 is best possible score)



The survey also reveals a decline in Connectedness to Peers. The slight fall is a reminder that we need to continue to direct our efforts in these areas. In 2009 there will be an increased focus on reinforcing the school values through the development of a 'Code of Co-operation' that all members of the school community will be expected to follow. The College is also working towards ensuring a consistent implementation of the College Code of Conduct.



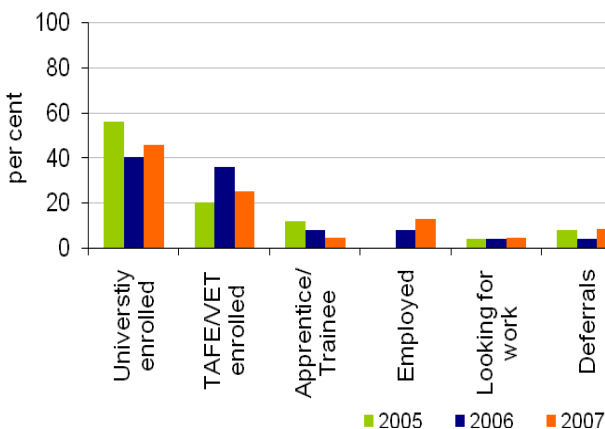
Student Pathways and Transitions

Many of our Year 12 students are highly motivated to continue their studies and are successful in being offered places at University. TAFE courses are also popular although recent trends indicate that a greater proportion of Year 12 students preferred a University course than a TAFE course compared with previous years.

A greater proportion of Year 12 students were successful in finding employment than in previous years.

Deferring a Tertiary course for a year was a popular option for some Year 12 students and more so than in previous years.

What happened to Year 12 students on leaving school?



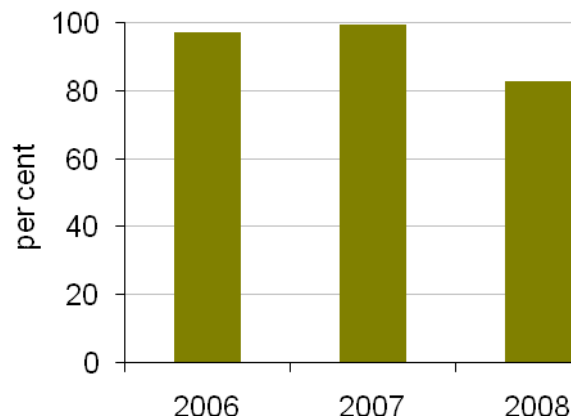
Student destination data – Students who complete their studies at Preston Girls' S.C. are very well prepared to make a successful transition to the next phase of their lives. Seventy five percent of students who exit the school are enrolled in further tertiary education and training. Of these, a higher percentage of them are enrolled in University as compared with similar students from other schools. Additionally, a higher percentage of our students are successful in their choice to begin a University course of study as opposed to a course at TAFE. However, it is increasingly popular amongst these students (8.3%) to defer their Tertiary studies for a year while they gain experience in employment. The remainder of this group (12.5%) find employment in the workforce.

Retention rate between Years 7 & 12 –

The majority of students who begin Year 7 at Preston Girls' S.C. stay until completion of their

VCE or VCAL. Retention rates are consistently high with minor fluctuations each year.

Retention rate between years 7 & 12



Future Directions

In 2009 the school will continue its participation in the Achievement Zone Project with the view to further improving teaching and learning at the college. All staff performance and development plans will reflect our new learning model implemented from the start of 2009, to ensure the strategies learnt are implemented in the classroom, and there will be an increase in the use of multiple sources of feedback for staff to measure both team and individual improvement.

As the college was unsuccessful in its bid for Performance and Development Accreditation in 2008, further work will be done in 2009 to prepare all staff for participating in this process again.

The Federal Government's 'Building the Education Revolution' funding is expected to assist the college in increasing and modernising ICT across the college. The College has received over \$80 000 for this purpose. In addition the college has been recommended for Phase 1 of the National School Pride project. This is expected to net the college over \$100,000 in funds to refurbish learning spaces throughout the school.

Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	\$566 683
Commonwealth Government Grants	
State Government Grants	\$18 522
Other	\$62 609
Locally Raised Funds	\$230 212
Total Operating Revenue	\$878 025
Expenditure	
Salaries and Allowances	\$131 898
Bank Charges	\$957
Consumables	\$110 804
Books and Publications	\$832
Communication Costs	\$20 886
Furniture and Equipment	\$105 223
Utilities	\$31 362
Property Services	\$143 340
Travel and Subsistence	\$3 171
Motor Vehicle Expenses	\$2078
Administration	\$19 029
Health and Personal Development	\$951
Professional Development	\$30 362
Trading and Fundraising	\$56 159
Support/Service	\$30 642
Miscellaneous	\$89 830
Total Operating Expenditure	\$777 524
Net Operating Surplus/- Deficit	\$100 501
Capital Expenditure	
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	\$88 081.38
Official Account	\$28 616.17
Other Bank Accounts - library	\$17 535.97
-maxi-i	\$176 330.67
-Bequest	\$20 270.44
Total Funds Available	\$330 834.63
Financial Commitments	2008 Actual
School Operating Reserve	\$10 000
Co-operative Bank Account	
Assets or Equipment Replacement < 12 months	\$13 500
Revenue Received in Advance	\$1 600
Building/Grounds including SMS < 12 months	\$83 184
Region /Clusters Funds/School Based Programs < 12 months	
Provision Accounts < 12 months	
Repayable to DEECD	
Other Recurrent Expenditure (Accounts Payable)	\$61 716
Assets or Equipment Replacement > 12 months	\$80 000
Building/Grounds including SMS > 12 months	\$36 864.56
Region /Clusters Funds/School Based Programs > 12 months	
Provision Accounts > 12 months	\$2 000
Co-operative loan >12 months	
Beneficiary/Memorial Accounts	\$36 923.49
Total Financial Commitments	\$316 288.05

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Karen Eastlake (Assistant Principal) on 9470 2755.