

2024 Annual Report to the School Community

School Name: Footscray Primary School (0253)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 01 April 2025 at 09:24 PM by Jenny Briggs (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 27 April 2025 at 05:20 PM by Jenny Briggs (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

At Footscray Primary School we are guided by our pillars of Inquiry, Connection, Equity, and Empowerment. The pillars represent a range of dispositions, values and behaviours that come together to create a strong foundation for the way we aspire to live, learn, play and grow as a school community. Our behavioural expectations align to the values of Respectful, Responsible, and Kind. Footscray Primary School is a Foundation to Year 6 school in Melbourne's inner west that has served the local community for 164 years.

In 2024, we had an enrolment of 343 students, 177 female and 165 male, with an SFOE in the low category. 20% of the student population had English as an additional language. A full time equivalent of 27 teaching staff, and 10.8 full time equivalent non-teaching staff were employed at the school in 2024.

In 2024, Footscray Primary School made the decision to withdraw from the International Baccalaureate Primary Years Program (PYP). Our school continues to deliver the full Victorian Curriculum with an emphasis on building a culture of inquiry, creativity, and curiosity through the FPS Learning Model. As a designated bilingual school, our community values the many benefits of language learning. In 2024, students in Foundation - Year 4 participated in Italian bilingual education, learning 50% of the full Victorian Curriculum in Italian language and 50% in English language.

Footscray Primary School is a proud member of the Footscray Learning Precinct and we enjoy a strong collaborative partnership with Footscray High, Footscray City PS, Victoria University and Maribyrnong City Council to ensure we are continually working towards improved outcomes for all learners across the precinct. We value our parents as partners and come together as a community often through formal and informal events.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, our NAPLAN results were as follows:

- In Year 3 Reading, 75% of students achieved in the Strong and Exceeding proficiency level, with 9% (4 students) of students in the Needs Additional Assistance level
- In Year 3 Writing, 86% of students achieved in the Strong and Exceeding proficiency level, with 9% (4 students) of students in the Needs Additional Assistance level
- In Year 3 Mathematics, 73% of students achieved in the Strong and Exceeding proficiency level, with 9% (4 students) of students in the Needs Additional Assistance level

- In Year 5 Reading, 81% of students achieved in the Strong and Exceeding proficiency level, with 7% (4 students) of students in the Needs Additional Assistance level
- In Year 5 Writing, 66% of students achieved in the Strong and Exceeding proficiency level, with 12% (7 students) of students in the Needs Additional Assistance level
- In Year 5 Mathematics, 66% of students achieved in the Strong and Exceeding proficiency level, with 7% (4 students) of students in the Needs Additional Assistance level
- 83% of Year 5 students experienced High to Medium relative growth in Reading and 74% in Mathematics

We broadened our bank of adjustments for students with additional learning support needs and created our Multi-tiered systems of support. We trained all Education Support Staff in literacy intervention/synthetic phonics instructions and this is implemented across the school. Growth data is showing initial success and this will continue to be monitored across 2025. Tutor Learning continues to focus on Mathematics for students working significantly below the expected level.

In 2025, our first bilingual cohort will complete Year 5 NAPLAN testing and we will begin to track and monitor our performance over the coming years to identify any trends in growth and learning outcomes. Writing and Mathematics will remain a professional learning focus and will be supported through the continued strengthening of our phonics instruction in the early years.

Wellbeing

The implementation of School-Wide Positive Behaviour Support and Universal Tier 1 supports were a major strength of our work in 2024 and this was reflected in our data from informal family and staff surveys, parent opinion survey, behaviour chronicle data, and anecdotally in the harmonious nature of the learning environments. Our behaviour response continua, matrices and supporting documents for explicit teaching expected behaviours were documented bilingually, along with a Social Emotional Learning and Respectful Relationships Scope and Sequence, and an updated reward menu with input from students to support our school wide positive reinforcement system. While our Attitudes to School Survey data has yet to improve, our other data sources show significant improvement in safety and positive behaviours and this was endorsed in our Term 1 2025 School Review.

Building consistent inclusive practice and developing a school specific Multi-Tiered System of Support (MTSS) was a substantial piece of work in 2024. Through the leadership of the school's Mental Health and Wellbeing Leader, school staff have enhanced their capacity to identify wellbeing needs within students and respond appropriately, both within their own practice and through further referral. All collaborative teams address student wellbeing needs through a weekly Wellbeing Tracker check-in, with further triage through the school's wellbeing team as required. Many additional students were funded through the Disability Inclusion funding model and this enabled the school to engage additional educational support staff, introduce the literacy intervention program, see you soon club, friendship zone, and engagement group.

Engagement

A major success in 2024 was the design and implementation of our new Foundation Transition Program. The program spans Term 4 and includes a range of optional events; Come and Try Specialists sessions, the Big Foundy Playdate, Italian Story and Rhyme Time sessions, along with the regular classroom transition sessions and 1:1 Connect Meetings with each family. This approach allowed us to build strong connections and a sense of belonging with new families and students to support the transition to school.

The introduction of Student-Led Conferences was the driving force behind our focus on student agency. Across 2024, teachers worked to strengthen practice and student capability to share learning stories with their families through a digital platform. Sentence stems and language to accompany the FPS Learning Mountain and to facilitate student metacognition and reflection were introduced across the school in both English and Italian. Teachers focussed on the practices that sit within the 'Summarise' section of the FPS Learning Mountain that explicitly teach students how to reflect on their own learning.

Our student attendance data in 2024 was slightly below our similar schools and slightly above the state. A large proportion of the significant absence was due to extended holidays which are a common occurrence within our school community. Students outside of this category with significant absence were supported with re-engagement plans, alternate programs, and referrals to external support services. We created a 'see you soon' club for students with separation anxiety to meet in the library with their families and say 'see you soon' together with the support of an education staff member. This has proven a highly effective strategy for many students.

Financial performance

The final cash budget for 2024 was in a deficit of \$49887. The expense of Casual relief teachers (CRTs) was again a huge expense when balancing the budget against the effective operation of the school and CRTs were prioritised over the splitting of classes. Maintenance on our gorgeous old buildings requires ongoing financial commitment. Plumbing costs were exceptionally high in 2024 and \$13000 was spent on Acoustic Panels in the Bluestone to help reduce noise levels in the classrooms. Our 2024 equity funding was used to finance a leading teacher dedicated to student wellbeing, inclusion and engagement.

In 2024, we received 69% of our 2024 Foundation parent payments, and between 54% and 57% in Years 1-6 which was a slight increase overall compared to 2023. These contributions are essential in providing high quality resources and learning opportunities for all children. Voluntary Contributions received from families included All Aboard: \$3941 (many students from disadvantaged families were able to attend events and Camps with their cohort), Building Fund: \$5969.25 (\$6300 was spent on a much-needed upgrade to the Edwardian toilets as mentioned in the 2023 Annual Report), and Library Fund: \$7449.75 (\$4115.05 was spent on quality Library books and furniture)

The FPS Social Club raised \$11044.32 through the Trivia Night, School Disco and Cake Stall. Remaining funds from the Disco held in 2023 was used to fund the successful family movie night in 2025 complete with Blow Up Cinema and popcorn! \$16301.27 held from previous years in the Fundraising Playground Sub Program has been committed to purchase our three beautiful

Italian Cubby Houses in 2025. There were two fundraising days held in 2024 for charities, the Pride Day fundraiser where we raised \$236.15 which was donated to Minus 18 and the Book Sale fundraiser which resulted in \$128.50 being donated to Indigenous Literacy Foundation. The Year 5/6 Market Day was a great success with the students raising money to subsidise the Year 6 Graduation dinner and end of year event to Funfields.

Footscray Primary School engaged in Licence Agreements with TheirCare (Out of School Hours Care), Vinh Bui (Canteen provider), Chess Australia, Ray Periera (Drumming), Rise Netball, Kelly Sports, Career Start and Inner West Symphony Orchestra totalling \$114317.48 in revenue for the 2024 school year. These funds were used to support the cost of utilities, and the maintenance of the buildings used.

We acknowledge and always appreciate the support from our families and community through their fundraising efforts and generous contributions to our Library Fund, Building Fund and All Aboard program.

For financial reasons, Footscray Primary School made the decision to withdraw from the International Baccalaureate Primary Years Programme. The finances will be redirected to further enhance the teaching and learning programs offered to our young people.

**For more detailed information regarding our school please visit our website at
<https://www.footscrayps.vic.edu.au/>**

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 343 students were enrolled at this school in 2024, 177 female and 165 male.

20 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

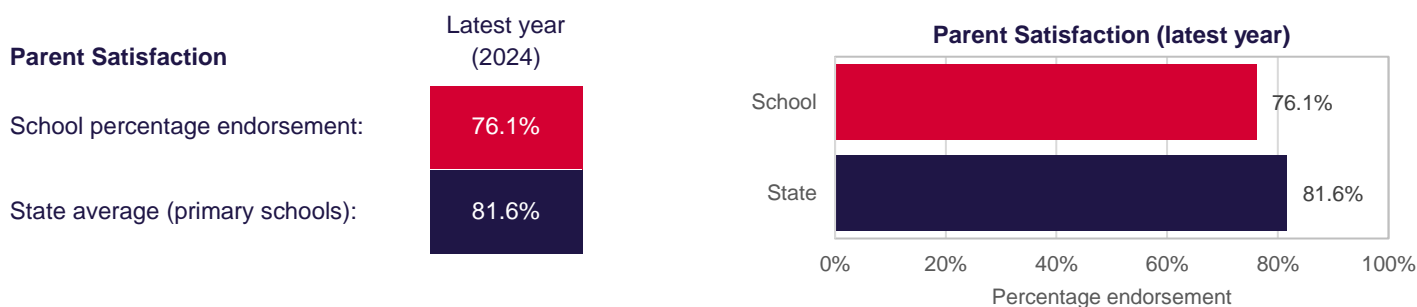
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: **Low**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

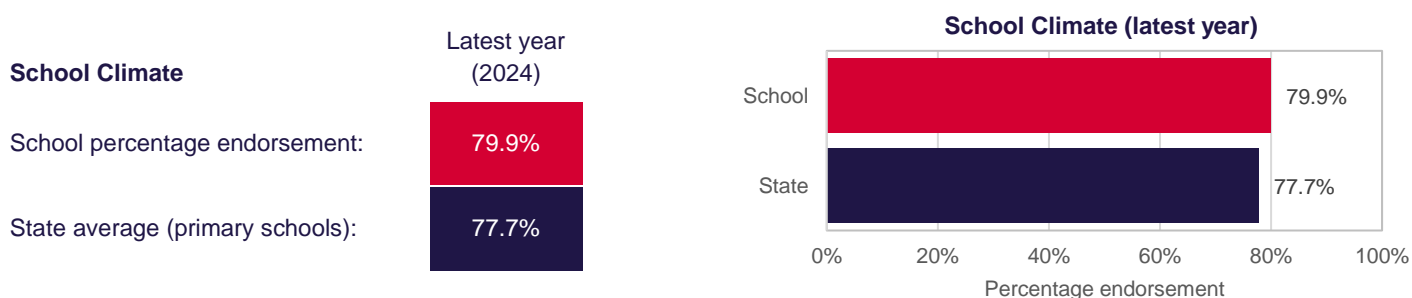


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

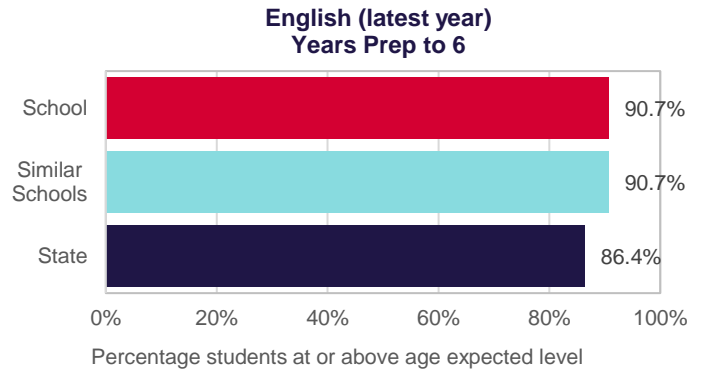
90.7%

Similar Schools average:

90.7%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

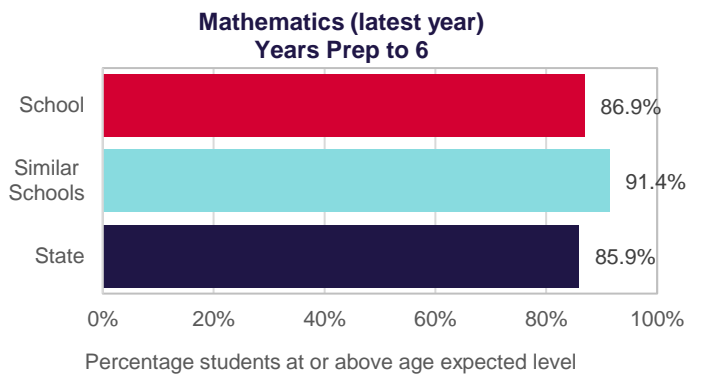
86.9%

Similar Schools average:

91.4%

State average:

85.9%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

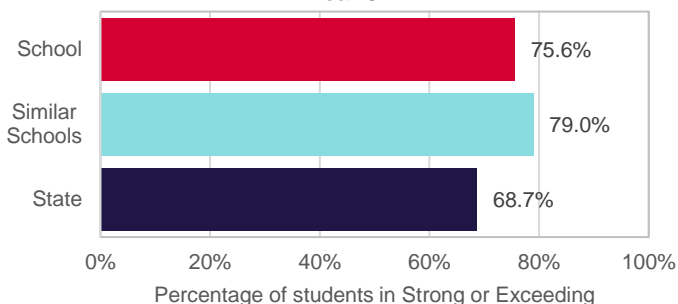
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

Reading Year 3

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 75.6% | 82.7% |
| Similar Schools average: | 79.0% | 79.0% |
| State average: | 68.7% | 69.2% |

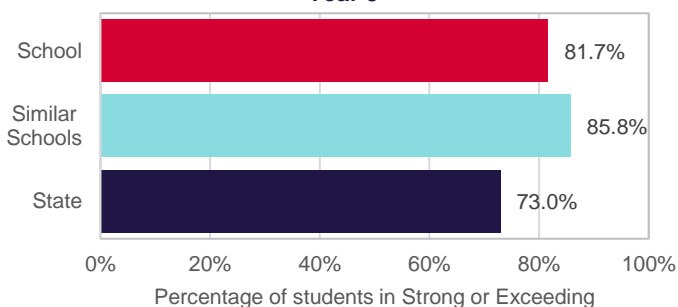
NAPLAN Reading (latest year) Year 3



Reading Year 5

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 81.7% | 85.7% |
| Similar Schools average: | 85.8% | 87.0% |
| State average: | 73.0% | 75.0% |

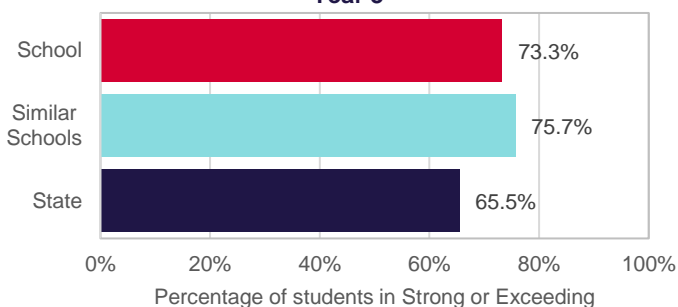
NAPLAN Reading (latest year) Year 5



Numeracy Year 3

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 73.3% | 72.8% |
| Similar Schools average: | 75.7% | 76.6% |
| State average: | 65.5% | 66.4% |

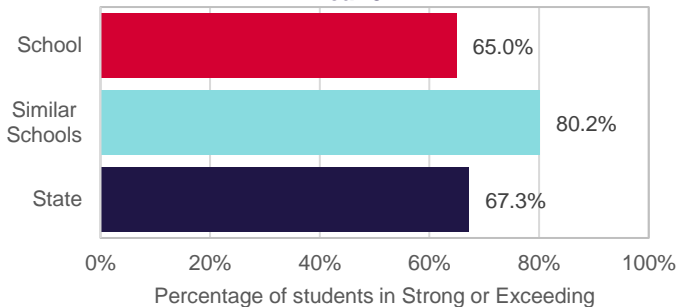
NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 65.0% | 71.4% |
| Similar Schools average: | 80.2% | 79.9% |
| State average: | 67.3% | 67.6% |

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

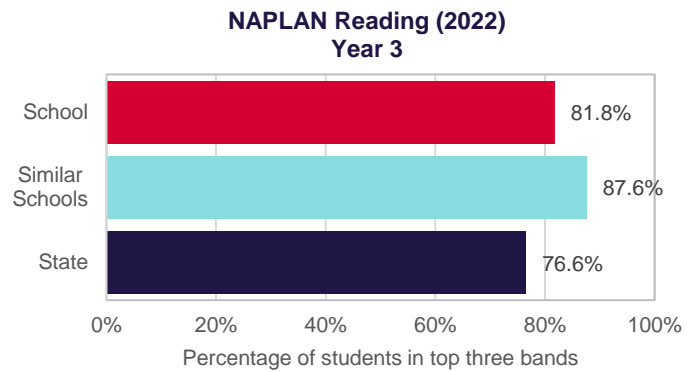
81.8%

Similar Schools average:

87.6%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

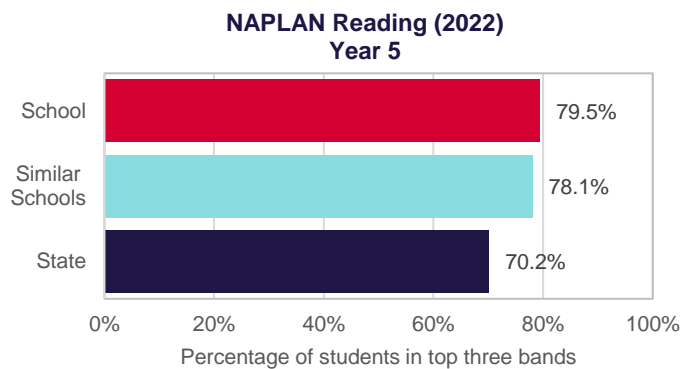
79.5%

Similar Schools average:

78.1%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

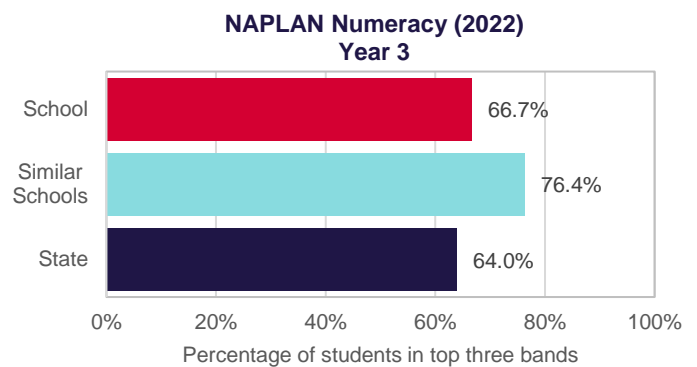
66.7%

Similar Schools average:

76.4%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

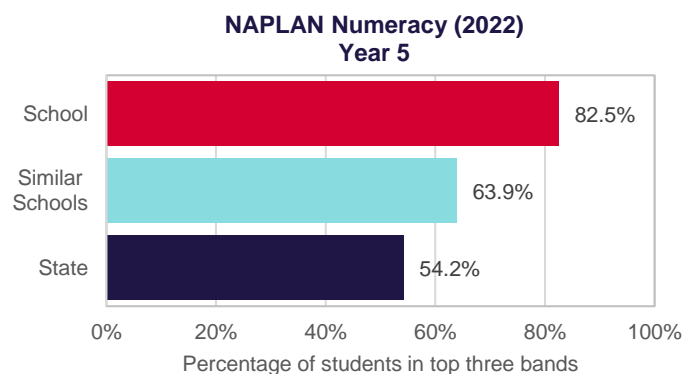
82.5%

Similar Schools average:

63.9%

State average:

54.2%



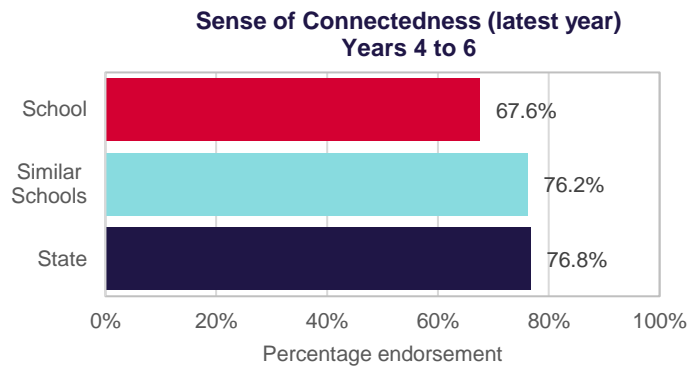
WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

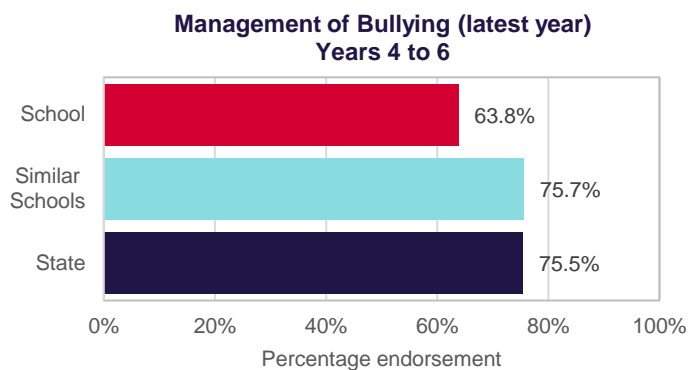
| Sense of Connectedness Years 4 to 6 | Latest year (2024) | 4-year average |
|--|-----------------------|-------------------|
| School percentage endorsement: | 67.6% | 74.2% |
| Similar Schools average: | 76.2% | 77.7% |
| State average: | 76.8% | 77.9% |



Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

| Management of Bullying Years 4 to 6 | Latest year (2024) | 4-year average |
|--|-----------------------|-------------------|
| School percentage endorsement: | 63.8% | 68.3% |
| Similar Schools average: | 75.7% | 76.2% |
| State average: | 75.5% | 76.3% |



ENGAGEMENT

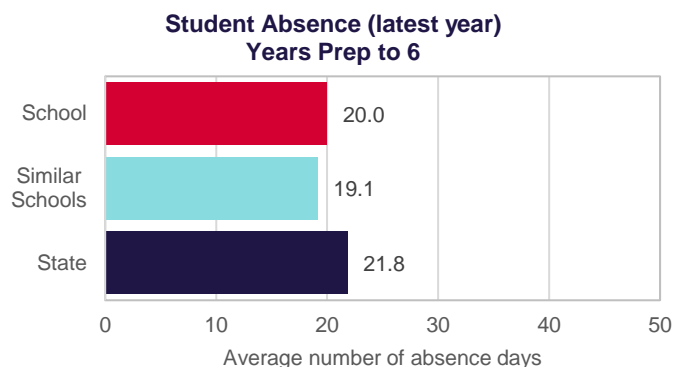
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

| | Latest year (2024) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 20.0 | 17.1 |
| Similar Schools average: | 19.1 | 17.6 |
| State average: | 21.8 | 20.1 |



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2024): | 90% | 88% | 91% | 91% | 91% | 89% | 91% |



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$3,926,904 |
| Government Provided DET Grants | \$397,987 |
| Government Grants Commonwealth | \$17,255 |
| Government Grants State | \$0 |
| Revenue Other | \$24,601 |
| Locally Raised Funds | \$310,948 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$4,677,696 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$37,375 |
| Equity (Catch Up) | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$37,375 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$3,888,182 |
| Adjustments | \$0 |
| Books & Publications | \$9,332 |
| Camps/Excursions/Activities | \$126,239 |
| Communication Costs | \$7,864 |
| Consumables | \$100,427 |
| Miscellaneous Expense ³ | \$29,198 |
| Professional Development | \$4,920 |
| Equipment/Maintenance/Hire | \$43,425 |
| Property Services | \$148,963 |
| Salaries & Allowances ⁴ | \$123,143 |
| Support Services | \$180,948 |
| Trading & Fundraising | \$5,140 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$59,801 |
| Total Operating Expenditure | \$4,727,583 |
| Net Operating Surplus/-Deficit | (\$49,887) |
| Asset Acquisitions | \$0 |

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



FINANCIAL POSITION AS AT 31 DECEMBER 2024

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$347,389 |
| Official Account | \$26,141 |
| Other Accounts | \$16,099 |
| Total Funds Available | \$389,629 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$140,381 |
| Other Recurrent Expenditure | \$28,421 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$150,088 |
| School Based Programs | \$21,178 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$23,517 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$49,306 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$412,892 |

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

