

2019 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 (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 11 May 2020 at 03:51 PM by Jenny Briggs (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 12 May 2020 at 06:12 PM by Raylene Varone (School Council President)

About Our School

School context

We support our students to be active, caring thinkers who will contribute to the creation of a peaceful and sustainable future.

Mission

Our mission is to develop students who are internationally minded, active, compassionate and life-long learners who strive to achieve their personal best.

Vision

Our vision for the personal and academic development of all students is fostered by:

- An authentic, comprehensive and balanced curriculum personalized for all learners developing 21st-century learning skills.
- A safe, supportive and engaging environment where student choice is honored.
- Developing deep understanding by exploring internationalism and responsible citizenship and sustainability through inquiry.
- Developing genuine partnerships with our community.

Values

Personal best – We strive to be the best that we can be.

Respect – We respect the needs and rights of each member of the community.

Diversity – We embrace diversity and celebrate individuality.

Responsibility – We are honest and responsible in our actions.

Cooperation – We collaborate through communicating together and challenging each other appropriately.

Footscray Primary School is a Foundation to Year 6 school that has served the local community for 160 years. Located in Melbourne's inner west, we are proud of our strong community connections and global outlook. More than 30 cultures and a variety of socio-economic dynamics are represented within the school's population. In 2019, we had 431 students including 70 students with English as an Additional Language, 4 students identifying as Indigenous, 11 international students, and 5 students funded through the Program for Students with a Disability. We believe this diversity gives students rich and authentic opportunities to develop empathy, understanding and open-mindedness. We have 20 straight year-level classrooms and children participate in an hour of PE, Art and 2 hours of Vietnamese language learning each week. Our community values are showcased through initiatives such as the All Aboard project, which aims to ensure every student can attend excursions, participate in all school activities and wear appropriate uniform regardless of their financial background, and our strong focus on student wellbeing, which builds students' empathy and emotional intelligence.

Footscray Primary School's central purpose is Learning for Living. We offer an inquiry-based curriculum through the International Baccalaureate Primary Years Program (PYP), underpinned by the Victorian Curriculum. Through the PYP, we provide opportunities for our students to understand essential concepts, skills, knowledge and attitudes that will enable them to be life-long learners in our ever-changing world. Our community aims to ensure that every school experience is positive and respectful. We celebrate diversity and believe a sense of belonging and inclusion are fundamental to children's learning and ability to fully participate in life at school and beyond.

Our staffing profile comprises Principal, Assistant Principal, 2 Leading Teachers, 1 Learning Specialist, 28 Classroom and Specialist Teachers, and 10 Education Support staff working in various administrative and student support roles.

Framework for Improving Student Outcomes (FISO)

The three FISO foci for 2019 were:

Building practice excellence - build teacher capacity to effectively differentiate literacy and numeracy strategies for all students.

Empowering students and building school pride - empowering students and the learning community to support student engagement and wellbeing and expands opportunities for students

Community engagement and learning - parents and carers as partners

Throughout 2019, FPS conducted professional learning about teaching and learning, student behaviour management and the inquiry cycle. From this learning, teachers implemented professional learning community practices to improve collaboration, have data focused, evidence based discussions about student learning outcomes and develop essential agreements about student learning. Teachers investigated the Amplify document, provided by DET, to understand the importance of effective feedback for student learning. To engage parents as partners, FPS promoted sub-committees to the school community as a way of sharing ideas and having meaningful input into the direction of the school. This has become a major focus of the 2020 AIP.

Achievement

In 2019, Footscray Primary School implemented a range of strategies and professional development to reach our achievement targets. These included professional development for teaching and specialist staff with a focus on high impact teaching strategies, best instructional practice in reading and conferring, and developing a pedagogical model for classroom instruction in all curriculum areas. As per the 2019 AIP, we focused on decreasing the number of students with low gain in reading from 28% to 20%. NAPLAN data indicates we decreased our low gain in reading by almost 8% to 20.3% for students who attended FPS at Year 3 in 2017 and Year 5 in 2019. When focusing on high gain, FPS achieved high learning gains for 35.9% of students in reading, 26.6% of student in numeracy and 38.1% of students in writing. Our Overall School Performance report shows that our school moved from a status of Transform to Stretch, due to an increase in student engagement (attendance), and improved numeracy outcomes. In 2020, FPS will focus on the development of a guaranteed and viable curriculum in Mathematics, as well as embedding the 2019 work in Reading.

Engagement

Footscray Primary School students are engaged, motivated and feel they belong. Compared with like schools, our absence data tells us that our students want to come to school and be partners in their learning. As a PYP school, we are committed to nurturing the social and emotional wellbeing of students focusing on international-mindedness and strong personal values. Our school values of personal best, responsibility, cooperation and respect underpin everything that we do. Students are empowered to take responsibility for their learning by developing challenging personal goals, seeking feedback and by co-creating classroom essential agreements. Student involvement in the development of the Footscray Learning Precinct offered opportunities for student voice to be heard and leadership skills to develop. We are committed to support students to build healthy relationships, resilience and confidence. We are committed to implementing a whole-school approach to the Respectful Relationships initiative. Our AIP goal to improve student voice and agency to be above 80% for each of the questions in the Attitude to School Survey was not attained. Overall, we received 72% positive endorsement on Student Voice and Agency, with our highest positive endorsement for students having a say in things they learn (74%), and teachers liking the ideas of our students (75%). Another AIP goal was to improve community engagement from families at FPS so that we are ranked in the embedding stage of the FISO continuum which was achieved. This work will continue to be a focus in the 2020 AIP.

Wellbeing

At Footscray Primary School, we understand that the wellbeing of our students is enhanced and learning outcomes optimised when they feel connected to others and experience safe and trusting relationships. Students who feel connected, safe and secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. During 2019 we delivered a number of successful wellbeing initiatives. Inclusion Boost funding enabled us to run an acclaimed Wellbeing Summit in which more than 50 students, staff, parents and community members came together for a day of 'dreaming' to consider our vision for wellbeing at Footscray Primary School. Data from the Wellbeing Summit, along with parent forums and parent opinion surveys will enable us to write a relevant and dynamic Wellbeing policy in 2020. A report was produced from the Wellbeing Summit which presented a number of projects for the school. Due to a range of operational challenges, competing priorities, and change of leadership the Wellbeing Summit Report will be revisited to support the development of the next School Strategic Plan in 2020.

During 2019 a Bullying Prevention Policy and a parent handbook on Understanding Bullying was written and distributed to our school community. A Sensory Space programme was established in our school theatre and a weekly planned programme offered to students with sensory needs. Feedback has been extremely positive from students, parents and teachers. Teachers have commented that students return from the program engaged, focussed and ready to learn. Buddy programs operated between older and younger students. We have developed a schedule for regular Students Support Group meetings and our ES staff support targeted students. During recesses, the Student Support Space offers a place of respite for students who find the yard overwhelming. We also offer a variety of clubs, active play, the library is open, play shed is offered. There were no specific goals for this in the 2019 AIP with the exception of the student engagement goals. In the coming years, we hope to be accepted into the School-wide Positive Behaviours Program.

Financial performance and position

In 2019 Footscray Primary School finished the year in a positive financial position. This was mainly due to the management of staffing costs toward the end of the year. Equity funds were used to support and enhance the literacy intervention program where students identified as being at risk in their literacy learning receive intensive reading intervention during Year One. This work will continue in 2020. We had a very successful fundraising year in 2019. A school library fund was established, and in conjunction fundraising through the school's Readathon enabled the purchase of high quality library books, student classroom resources and books catering to all levels of reading. Early 2019 saw the renovation of the OHSC kitchen and the gym, including the installation of air-conditioning. Funds received through local and commonwealth government grants enabled the replacement and installation of shade sails in the playgrounds and enabled the school to purchase resources to support and enhance the STEM program. In 2020 our fundraising pool will be used to upgrade our playgrounds, install air-conditioning in our classrooms and to purchase additional library resources.



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

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 440 students were enrolled at this school in 2019, 215 female and 225 male.

22 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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





















Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Key: Similar School Comparison Above Similar Below

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>Above </p> <p>Above </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Below </p>		
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Above </p> <p>Below </p>		

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below







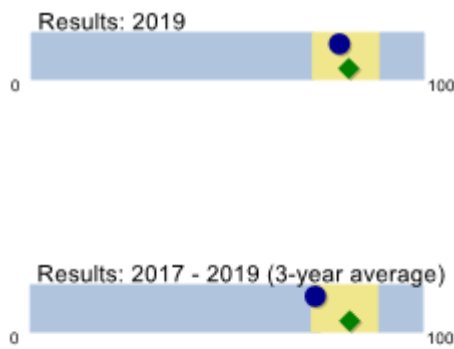

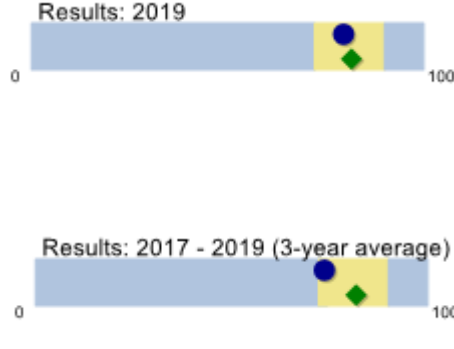

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>44%</td> <td>36%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>52%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>43%</td> <td>38%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>48%</td> <td>31%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>52%</td> <td>31%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	44%	36%	Numeracy	22%	52%	27%	Writing	19%	43%	38%	Spelling	20%	48%	31%	Grammar and Punctuation	17%	52%	31%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

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Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> <td>95 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	92 %	93 %	91 %	95 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	92 %	93 %	91 %	95 %	93 %										

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Wellbeing	Student Outcomes	Similar School Comparison		
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below </p>		
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below </p>		

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

Financial Position as at 31 December, 2019

Revenue	Actual
Student Resource Package	\$3,449,604
Government Provided DET Grants	\$451,832
Government Grants Commonwealth	\$10,954
Revenue Other	\$39,161
Locally Raised Funds	\$530,007
Total Operating Revenue	\$4,481,558

Funds Available	Actual
High Yield Investment Account	\$152,061
Official Account	\$19,833
Other Accounts	\$2,403
Total Funds Available	\$174,298

Equity ¹	
Equity (Social Disadvantage)	\$35,030
Equity Total	\$35,030

Expenditure	
Student Resource Package ²	\$3,376,834
Books & Publications	\$14,612
Communication Costs	\$8,400
Consumables	\$90,639
Miscellaneous Expense ³	\$441,732
Professional Development	\$28,779
Property and Equipment Services	\$91,334
Salaries & Allowances ⁴	\$31,107
Trading & Fundraising	\$50,472
Travel & Subsistence	\$130,023
Utilities	\$44,734
Adjustments	\$1,056
Total Operating Expenditure	\$4,309,722

Financial Commitments	
Operating Reserve	\$153,079
Other Recurrent Expenditure	\$3,891
Funds Received in Advance	\$10,793
School Based Programs	\$90,584
Total Financial Commitments	\$258,348

Net Operating Surplus/-Deficit	\$171,837
Asset Acquisitions	\$49,402

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
 (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
 (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, 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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

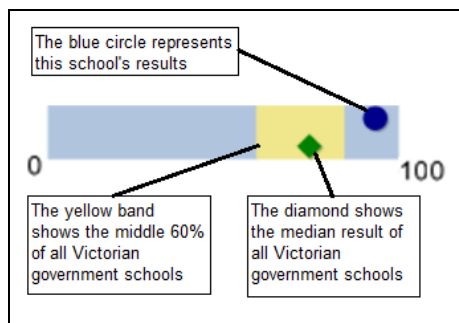
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

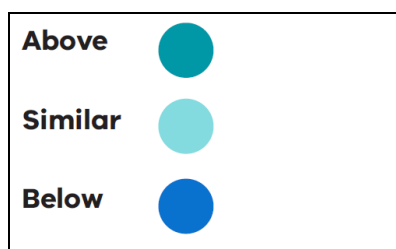


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').