

2020 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 2020 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 24 March 2021 at 10:15 PM by Jenny Briggs (Principal)

The 2020 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 01 April 2021 at 01:13 PM by Raylene Varone (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

What is 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 a disability 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').

About Our School

School context

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 2020, we had 416 students including 95 students with English as an Additional Language, 3 students identifying as Indigenous, 9 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 had 13 straight-year-level classrooms and 5 composite classrooms. Students participated in one hour of PE, one hour of Art, two hours of Vietnamese language learning, 30 minutes of African drumming and 30 minutes of music (one semester only) each week.

Our community is highly engaged in school life. We value our parents as partners and come together as a community often through events organised by the school and the FPS social club. Parents facilitate many school and community-based initiatives such as the garden club, class representatives, community pantry and second-hand donate, swap and sell uniform page and regular fundraisers. We have an active and dedicated School Council and a number of strong sub-committees with many parent volunteers contributing to our school improvement. We have an active public Facebook page where we showcase achievements and connect informally as a school community. Our community aims to ensure that every school experience is positive and respectful. We have a Reconciliation Action Group comprising the Principal, teachers and parents who meet regularly to monitor and drive the school's reconciliation action plan with the aim of ensuring indigenous perspectives are a part of all that we do. We believe that all children have the right to learn and feel safe.

Footscray Primary School is a part of the Footscray Learning Precinct championing excellence in learning and teaching at all stages of education, building upon the richness and diversity of the community and providing opportunities for learning in new ways. There is shared focus across the precinct on STEAM learning and we are in the beginning stages of designing an approach to this that allows for authentic and productive collaboration across and beyond the precinct, whilst honouring the different learning contexts of the three precinct schools.

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.

Footscray Primary School is a designated bilingual school and values the many benefits of language learning. The program has had challenges for a number of years and in 2020, the rebuilding of the Bilingual and languages program at FPS were a major undertaking for the whole school community including leadership, staff, and school council. Commencing with Foundation and Year 1 students in 2021 and continuing with each new cohort following, students will learn 50% of the Victorian Curriculum in Italian and 50% in English. Our Year 2-6 students will learn an hour of Vietnamese language each week, along with an additional hour of Vietnamese language delivered through a quality music program.

In 2020, our staffing profile comprised Principal, Assistant Principal, 1 Leading Teacher, 1 Learning Specialist, 26 Classroom and Specialist Teachers, 1 Social Worker and 9 Education Support staff working in various administrative and student support roles.

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.

Framework for Improving Student Outcomes (FISO)

The FISO foci for 2020 were Excellence in Teaching and Learning - Building Practice Excellence, and Community Engagement and Learning - Parents and Carers as Partners

This work was enabled through;

- A focus on improving the school climate and engagement of staff through a positive professional learning culture
- Instructional classroom coaching
- Development of a mathematics guaranteed and viable curriculum
- Focus on building leadership capability of middle level leaders
- Formation of productive partnerships and strengthening communication with families

Significant positive gains in the School Staff Survey reflect the positive impact of the initiatives focussing on school climate and leadership development. There was a significant increase in positive endorsement of instructional leadership in 2020, moving from 37% in 2018 to 73% in 2020. The school review process in early 2021, revealed that parents felt communication had improved throughout 2020 and this was further supported by a continuing upward trend overall in the Parent Opinion Survey.

The 2020 goal to co-design and document an agreed approach to data-centred planning was postponed until 2021 to allow professional learning to focus on the design and implementation of remote learning. Remote learning was conducted via Google Classrooms with a blend of live daily Webex session, pre-recorded lesson launches and moving towards small group learning as the period of remote learning was extended.

Achievement

Due to COVID-19, NAPLAN testing did not take place and therefore there is no data to measure growth against our targets. Based on teacher judgment against the Victorian Curriculum, 93.5% of students were working at or above the expected level in English, and 94.4% of students were working at or above the expected level in mathematics.

Footscray Primary School navigated the transition from face-to-face teaching to remote teaching and learning for Terms 2 and 3. Remote learning was delivered via Google Classroom from Foundation to Year Six. Our approach to teaching and learning evolved as teachers developed their skills in online modes of delivery and how to draw on High-Impact Teaching Strategies in a remote context. Staff continued to plan collaboratively and developed innovative ways to share practice through digital platforms. With the return to face-to-face teaching in Term 4, we redirected human and financial resources to design and deliver a high quality catch-up plan which was showcased as an exemplar within the South-Western Victoria Region. The plan had a multi-faceted approach that saw expert teachers and coaches working with small groups of children in reading, writing and maths, along with additional support in every classroom on a regular basis to maximise teacher time with small groups and individuals.

With the introduction of Italian bilingual into Foundation and Year 1 in 2021, we need to ensure we maintain a shared school approach to planning that allows both the bilingual program cohorts and the existing cohorts to follow the same

practices. A language education consultant will be engaged to work with the Bilingual Program Leader and classroom teachers to support program development with a focus on student learning. Data conversations will continue weekly between the Assistant Principal and Year Level Leaders. Our PYP Coordinator will attend planning days, rotate through team planning, and lead the work on the development of a purposeful assessment schedule. Literacy coaching will continue in 2021 beginning in the Foundation cohort and moving upwards across the year. We are looking to engage literacy experts focused on the read-write connection for 2-3 curriculum days in 2021. A major focus of the new strategic plan will be the development and implementation of an agreed instructional model and approach to differentiation to ensure all students experience learning growth.

Engagement

During remote learning, our daily live Webex sessions were well attended by students across the school and a majority of students were engaging with the learning tasks that were set by their teacher. Teachers would make regular contact with families and ensured extra check-ins were provided to families at risk or students who were not regularly attending live sessions. Understanding that all families had personal challenges and varied capacity to engage with remote learning, it was a complex process to monitor attendance with a high level of accuracy. A social worker was engaged in the latter half of the year to support the re-engagement of students with long-term absence through regular phone sessions with parents, connecting families to community services and creating re-engagement plans to improve attendance.

Student sense of connectedness according to the Attitudes to School Survey was lower than similar schools and the state and this will be a future focus. Whilst much of the 2020 data is somewhat unreliable due to the impact of COVID, improving connections to school and peers will be a critical piece of work as students transition back to on site schooling. We placed emphasis on the transition between year levels, as well as Kinder to School, and Year 6-7 transitions. Staff engaged in student wellbeing handovers to 2021 teachers, class placement processes were anchored by student voice and wellbeing, and opportunities were provided for students to meet and spend time with their 2021 teachers and classmates to reduce anxiety as much as possible. Students with heightened anxiety were introduced to their 2021 teachers prior to the formal transition process to provide additional time to build relationships.

Our incoming Foundation students had three transition sessions in small groups of 10 and we were recognised for our work on the Kinder to School transition due to the structured and supportive program, and the partnerships and resources developed by our Transition Coordinator. The Year 6 team developed productive partnerships across the Footscray Learning Precinct and other local high schools to ensure a smooth transition for our graduating students following the disruption to their last year of primary education. We were thrilled to be able to host a Graduation ceremony for our Year 6 students with families attending on site during the day in line with COVID restrictions.

Wellbeing

In early 2020, we introduced behaviour support plans and positive reward systems to teach desired behaviours and work productively with students displaying severe behaviours. Formalised support networks were created by matching mentor teachers with at risk students. The school introduced a school-wide approach to Tier 1 positive behaviour support - 4 Rs (Remind, Redirect, Relocate, Reflect) and 4 Fs to guide reflection (Fess up, Face up, Fix up, Follow up). In the School Review in early 2021, staff, parents and students indicated that the support mechanisms were effective. Our social worker worked with a number of small groups of students to support social development and peer relationships.

Health and Wellbeing of students and staff throughout 2020 was of great concern due to the impact of COVID-19. We created a community pantry to support families who found themselves in need, provided devices to families who required access to technology for the purposes of remote learning, and checked in regularly with students and staff who were deemed vulnerable, isolated or at risk. We had up to 30 students who regularly attended our on-site learning program and we made use of our allocated Casual Relief Teacher budget to support this program with additional human resources. With the return to on-site schooling in Term 4, we adapted work programs to provide a balance of academic and wellbeing tasks and a mix of indoor and outdoor activities to provide balance and support to our students and staff as they adjusted back to school life. This was documented within our formalised catch-up plan.

A start-up program was designed in Term 4 and trialled in Term 1 which emphasised a focus on strong routines, structures and high expectations which has directly led to a calm and positive start to 2021. Our school has been on the wait list for School Wide Positive Behaviour Support (SWPBS) for two years and in Term 1, 2021 we will begin the formal training to support us in co-designing a school wide approach to teaching and reinforcing positive behaviours.

Financial performance and position

In 2020 Footscray Primary School maintained a very sound financial position. As a result of Covid-19 and the extended period of remote learning, spending was significantly reduced due to many variables including reduced utilities, the reduced number of staff and students on-site, and the restraints on access to resources and trades, placing us in a surplus for the 2020 year. We made strategic decisions to redirect funds from within the program budgets to finance an increase in human resourcing to enable our catch-up plan as students returned to face-to-face learning. Our 2020 equity funding was used to provide literacy intervention through the Fountas and Pinnell Levelled Literacy Intervention program.

With the challenges of Covid-19, the FPS Social Club still managed to raise much needed funds to enable the purchase of additional Ipads and ICT equipment for our students, as well as contributing to our All Aboard fund. The Library Fund was used to purchase new shelving which has transformed the library into a wonderful engaging learning space for our students. The addition of new library books has also been attributed to by the fundraising efforts and donations from our school community and we now have dedicated sections for Aboriginal authors and bilingual texts in our delivered languages of Vietnamese and Italian along with a number of the languages spoken by our students such as Cantonese, Hindi, Bengali and Amharic.

Playground upgrades which were intended to take place in 2020 have been delayed due to the upcoming building works and remodelling of the school grounds. Throughout the school year improvement projects were carried out and completed. Fundraising and building funds were used to install air-conditioning in the greenwood classrooms. Electrical upgrades were carried out with the re-wiring of the Edwardian building, partial re-wiring of the greenwood building and safety switch upgrades throughout the school. Through the Accessibility Building Grant received, new ramps and electric doors were installed in the Edwardian and Bluestone buildings, asphalt works were completed around the school grounds, and paths were created to make the oval an accessible play space for all.

We acknowledge and 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 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.

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 416 students were enrolled at this school in 2020, 200 female and 216 male.

23 percent of students had English as an additional language and NDP 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) which takes into account parents' occupations and education.

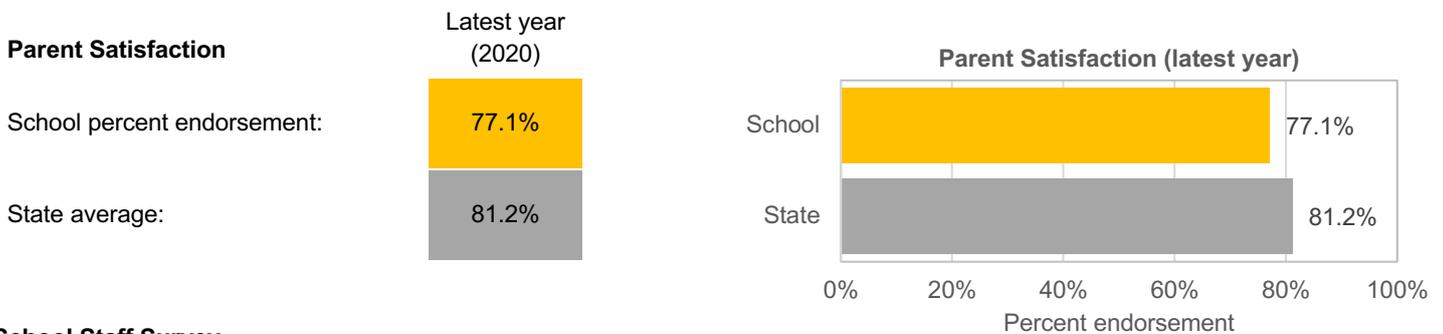
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

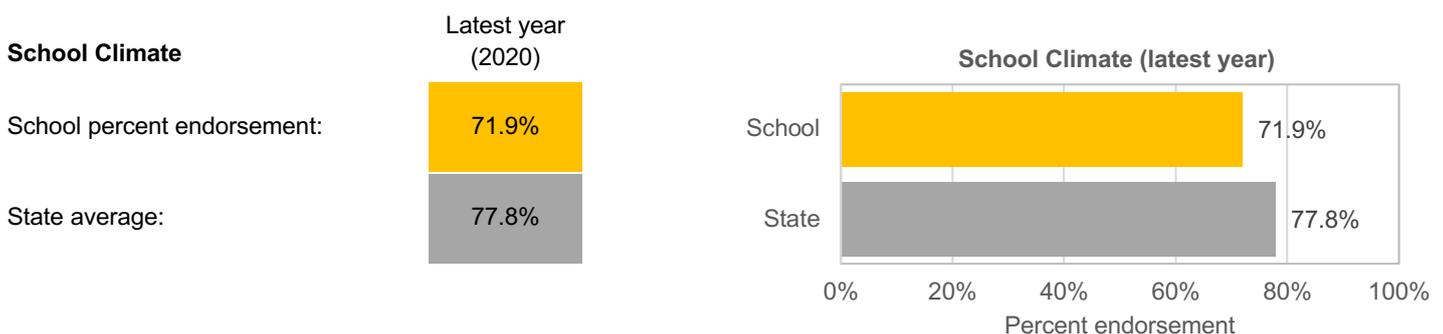


School Staff Survey

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.



ACHIEVEMENT

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

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

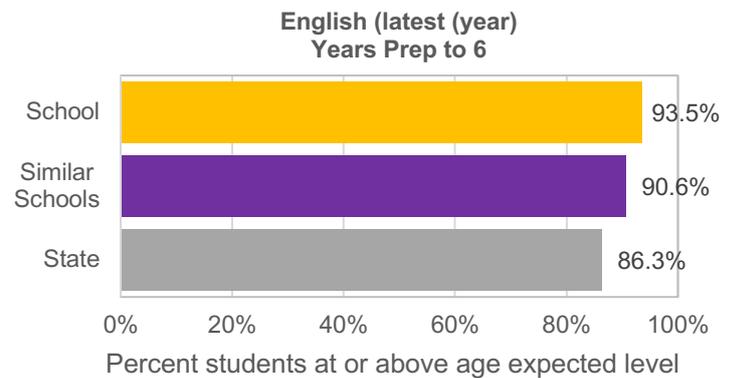
93.5%

Similar Schools average:

90.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

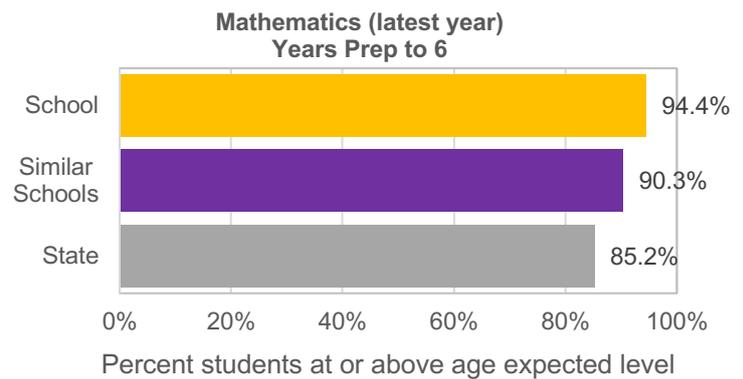
94.4%

Similar Schools average:

90.3%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

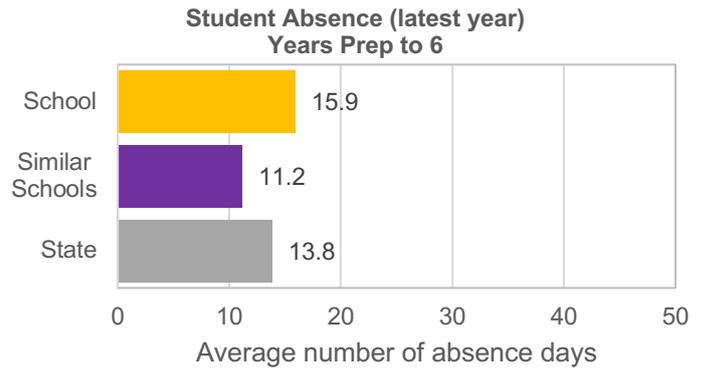
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	15.9	14.7
Similar Schools average:	11.2	13.8
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	91%	90%	91%	92%	92%	93%	94%

WELLBEING

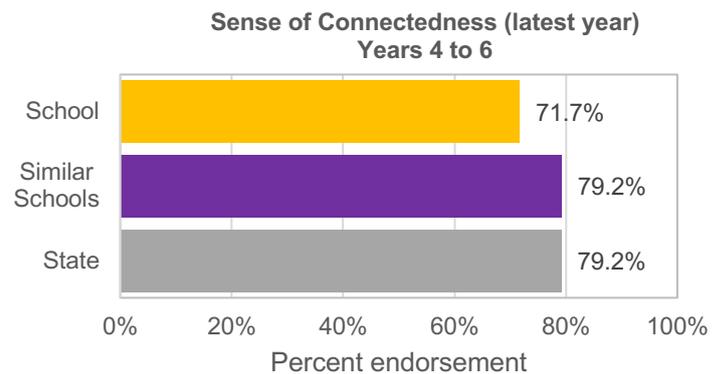
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	71.7%	72.6%
Similar Schools average:	79.2%	79.9%
State average:	79.2%	81.0%



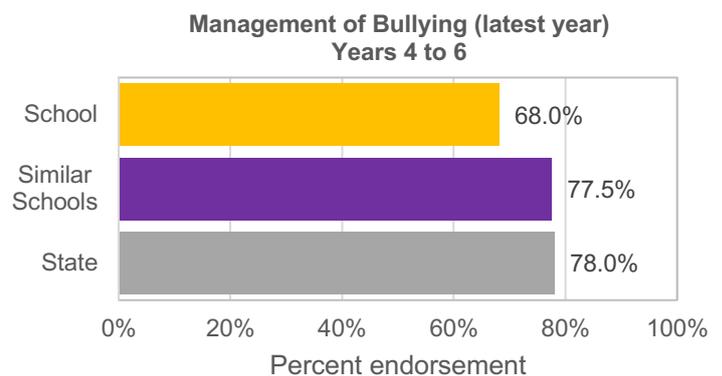
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	68.0%	72.4%
Similar Schools average:	77.5%	79.2%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,343,035
Government Provided DET Grants	\$580,670
Government Grants Commonwealth	\$16,137
Government Grants State	NDA
Revenue Other	\$8,819
Locally Raised Funds	\$160,485
Capital Grants	NDA
Total Operating Revenue	\$4,109,145

Equity ¹	Actual
Equity (Social Disadvantage)	\$45,855
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$45,855

Expenditure	Actual
Student Resource Package ²	\$3,299,085
Adjustments	NDA
Books & Publications	\$10,347
Camps/Excursions/Activities	\$6,834
Communication Costs	\$8,860
Consumables	\$81,860
Miscellaneous Expense ³	\$24,736
Professional Development	\$24,810
Equipment/Maintenance/Hire	\$62,548
Property Services	\$103,294
Salaries & Allowances ⁴	\$7
Support Services	\$210,061
Trading & Fundraising	\$22,501
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$32,373
Total Operating Expenditure	\$3,887,317
Net Operating Surplus/-Deficit	\$221,828
Asset Acquisitions	\$43,210

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$315,274
Official Account	\$44,903
Other Accounts	\$2,695
Total Funds Available	\$362,873

Financial Commitments	Actual
Operating Reserve	\$82,727
Other Recurrent Expenditure	\$18,086
Provision Accounts	NDA
Funds Received in Advance	\$48,692
School Based Programs	\$93,702
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$1,643
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$37,000
Capital - Buildings/Grounds < 12 months	\$80,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$361,849

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.