2017 Annual Report to the School Community

School Name: Footscray Primary School

School Number: 253

Please note: Completed reports are to be uploaded to the Strategic Planning Online Tool (SPOT) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

THE EDUCATION STATE

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About Our School

School Context

Footscray Primary School, opened in 1860, is located in metropolitan Melbourne in the suburb of Footscray. The main buildings are 'The Bluestone Building' erected in 1881, an Edwardian Building completed in 1911 and a permanent Building the Education Revolution building named the Greenwood Building. The school has 6 portable classrooms which represents ~30% of all classrooms. The grounds at Footscray Primary were renovated during 2016, including extensive landscaping and the installation of an irrigation system on the new oval.

In 2009, the school became an accredited International Baccalaureate School, running the Primary Years Program. The school aims to develop a deep level of intercultural understanding through exploring the ideals of internationalism and responsible citizenship, taking into account environment and sustainability.

Our confirmed census for 2017 was 460 students. The school population is a diverse community, with 19 different nationalities and 22 different religions. There was a slight decrease in English as an Additional Language students from 104 in 2013 to 90 in 2017. The number of students who moved out of our local area in 2017 was 17%.

Staffing consists of two Principal Class staff, 3.6 leading teachers, 21 teachers, 12 Education Support staff and 2 Student Support Officers (SSO). There are 20 classes, organised into straight year levels from Foundation to Year 6.

In 2017 the school held its first ever School Fete. This provided an opportunity for all community members to come together to celebrate and have fun and raise significant funds for the school. An extremely positive and wonderful event strengthening the partnership between home and school.

Framework for Improving Student Outcomes (FISO)

Priority – Excellence in teaching and learning – Initiative: Building practice excellence.
In 2017 Footscray Primary School had its School Peer Review. The self-evaluation and review focused on identifying key areas for improvement through the development of the next strategic plan and the annual implementation plan for 2018. During the review process teachers used the FISO continuum to evaluate and identify the strengths of our school. This also supported identifying future focuses as a whole school.
Our notable strengths:

- Our PYP Curriculum, including Literacy and Numeracy in English and Vietnamese is documented and planned.
- Developing a concept based, deep learning framework within the PYP Curriculum Framework. The past two years staff have attended workshops based on the concept-driven curriculum.
- The focus on professional learning is improving student learning.
- Teachers have a sound understanding of high impact instructional practices.

From the Peer Review Footscray Primary School have identified the following actions:

- Build the capacity of staff in literacy, numeracy, differentiation and transdisciplinary learning.
- Strengthening a strong understanding of the instructional model embedding high impact instructional practices.
- Build the capacity of bilingual teachers to develop bilingual delivery of curriculum using inquiry planning models.
- Develop a cohesive curriculum plan that reflects the PYP framework to align teaching and learning in the school.

Achievement

The students at Footscray Primary in 2017 made medium learning growth between Year 3 in 2015 and Year 5 in 2017. This is based on a comparison between Year 3 and Year 5 NAPLAN data. Some noticeable observations are:

Reading:-

- The Year 3 and 5 NAPLAN data for Reading is above the state mean.
- In Year 3, 56.8 % of our students were in the top two bands
- In Year 5, 62.1% of our students were in the top three bands.
- Overall 84.8% of students made medium or high growth in Reading.
- While target mean scores in Reading for Year 3 (target: 484, actual 458) and Year 5 (target: 550, actual: 519) were not met, our scores in 2017 still made positive improvement towards these targets.

Writing:-
- The Year 3 and 5 writing data is slightly below the state mean in NAPLAN.
- 64.1% of our students made medium or high growth in writing.
- Our writing results did not reflect the strong gains made in 2016.
- While target mean scores in Writing for Year 3 (target: 456, actual 423) and Year 5 (target: 540, actual: 475) were not met, our scores in 2017 still made positive improvement towards our goals.

Numeracy:-
- 62.1% of students made medium or high growth in numeracy.
- Year 3 NAPLAN numeracy data was above the state mean.
- Year 5 NAPLAN numeracy data was below the state mean.
- While target mean scores in Numeracy for Year 3 (target: 457, actual 424) and Year 5 (target: 550, actual:475) were not met, our scores in 2017 for Year 3 made improvement towards our goal. In Year 5, our improvement was slightly down.

Our targets set in our previous strategic plan which were comparable and reflected across the state, were ambitious and not fully met.

We recognise that NAPLAN is one measure of student performance. The school has undertaken work to measure students' understanding of concepts. In 2018 our Annual Implementation Plan continues to strive for high growth for all students. One strategy the school is implementing is our partnership with Carlton Gardens Primary School.

The school is currently exploring ways to measure student conceptual understanding and the development of life-long learning skills through teachers developing rubrics (evidence against set criteria). This broadens the assessment lens to the development of the whole child.

Engagement

Student engagement underpins all school activities at Footscray Primary School. Students are engaged in learning at our school through a range of authentic, active and rich learning opportunities connected to the six transdisciplinary themes of the Primary Years Programme. There are strong and positive relationships between teachers, students and families.

We aim to engage our students by ensuring students are actively involved with their learning through setting challenging goals in literacy, numeracy and inquiry. Our work with inquiry consultant, Kath Murdoch, throughout 2017 aimed to focus on supporting teacher professional learning with implementation and explicit teaching of lifelong learning skills and providing students with an authentic context for learning and applying these skills. Finding time for student-led inquiry has been a challenge. We will explore this in the school's new strategic plan and continue to develop a transdisciplinary curriculum.

The students endorsed elements in the attitudes to school survey for cognitive and social engagement at school. There is a strong sense of inclusion at the school, but, more work is needed to support the development of student voice and agency. 71% of students in Year 4-6 responded positively to stimulating learning at the school. 89% of students positively endorsed that their teachers have high expectations for success. In 2017 we introduced student portfolios through the use of Seesaw.

In 2017 all students participated in specialist programs Physical Education, African Drumming and Visual Arts. We reviewed our Vietnamese Immersion program to develop a model that is connected to the Primary Years Program with an aim for this to be part of our transdisciplinary curriculum. There were many other areas that we sought to engage the students. Some of these were:

- Eight week dance program to prepare students for the Annual Concert.
- The School Fete brought the school community together.
- Garden Club at lunchtimes, Chess Club and parent Vietnamese Classes.
- Music class concert (Metro Music)

Wellbeing

Student wellbeing was a focused area for discussion during the recent School Review. Our goal is to develop strong focused programs to support student engagement and wellbeing and expand opportunities for student voice so that better learning and wellbeing outcomes for students will result.

The Student Attitude to School Survey highlighted some strengths of the school and areas we would like to further investigate.

Strengths:-

- Students perceive teachers have high expectations for success
- Students believe their teaching time is effective (I understand what I am learning and why)
- Motivation and interest (learning new things)

Investigate:-

- To improve student voice, leadership and agency in their own learning
- Investigate student perception, understanding and experience of bullying

Our goal is to support every student to build positive emotional and mental health and wellbeing. For example:

- A strong focus on the teaching of social and emotional learning skills across the school. The Primary Years Programme will be the framework to develop a strong emphasis on social skills and the teaching of the P.Y.P Attitudes.
- To develop an agreed student wellbeing and inclusion approach that is systematically implemented and evaluated across the school.
- To develop the capacity of staff in meeting the diverse needs of students.
- To embed the PYP Approaches to Learning as active elements of effective learning across the school.
- To engage parents in the learning and wellbeing programs in the school through Parent Forums and Information sessions.

For more detailed information regarding our school please visit our website at
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 460 students were enrolled at this school in 2017, 223 female and 237 male.

20 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.

low	low-mid	mid	high

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).

0 — 100

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.

0 — 100

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 — 100 Results: Mathematics 0 — 100	Similar Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Lower Similar

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: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 15 % 72 % 13 % Low Medium High **Numeracy** 38 % 43 % 19 % Low Medium High **Writing** 26 % 62 % 13 % Low Medium High **Spelling** 38 % 33 % 28 % Low Medium High **Grammar and Punctuation** 23 % 46 % 31 % Low Medium High	NAPLAN Learning Gain does not require a School Comparison.

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: ◆

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days		

Engagement

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

School Comparison
A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.

Average 2017 attendance rate by year level:

Student Outcomes

Results: 2017

0 ━━━━━━━━━━━━━━━ 50

Few absences <------> Many absences

Results: 2014 - 2017 (4-year average)

0 ━━━━━━━━━━━━━━━ 50

Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	92 %	92 %	93 %	91 %	92 %	92 %

School Comparison

● Similar

● Similar

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 — 100	Lower
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 — 100	Lower

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).
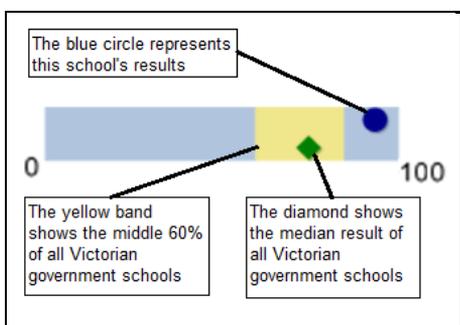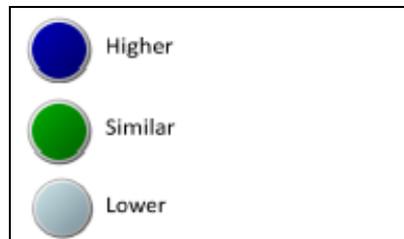

What does *School Comparison* refer to?

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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* 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').

Financial Performance and Position

Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017	
Revenue	**Actual**
Student Resource Package	$3,563,037
Government Provided DET Grants	$513,986
Government Grants Commonwealth	$4,565
Revenue Other	$27,546
Locally Raised Funds	$438,335
Total Operating Revenue	**$4,547,469**

Equity[1]	
Equity (Social Disadvantage)	$31,096
Equity Total	**$31,096**

Expenditure	
Student Resource Package[2]	$3,565,958
Books & Publications	$10,510
Communication Costs	$13,631
Consumables	$115,740
Miscellaneous Expense[3]	$507,386
Professional Development	$36,249
Property and Equipment Services	$188,562
Salaries & Allowances[4]	$33,481
Trading & Fundraising	$53,835
Travel & Subsistence	$26
Utilities	$40,722
Total Operating Expenditure	**$4,566,100**
Net Operating Surplus/-Deficit	**($18,631)**
Asset Acquisitions	**$5,207**

Financial Position as at 31 December, 2017	
Funds Available	**Actual**
High Yield Investment Account	$12,259
Official Account	$21,203
Other Accounts	$104,431
Total Funds Available	**$137,893**

Financial Commitments	
Operating Reserve	$37,893
Maintenance - Buildings/Grounds incl SMS<12 months	$31,909
Revenue Receipted in Advance	$1,880
School Based Programs	$58,205
Provision Accounts	$8,007
Total Financial Commitments	**$137,893**

(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 05 March 2018 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.