

2013 Annual Report to the School Community

Footscray West Primary School

School Number: 3890



Name of School Principal:

Brendan Millar

Name of School Council President:

Sel Sanli

Date of Endorsement:

12th May 2014

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Students from Footscray West Primary School reflect a diverse range of cultural and socio-economic backgrounds. This diversity is celebrated within our school community.

In 2013, our school had 38.63 equivalent full time staff. This is made up of; 2 principal class, 30.4 teaching staff and 6.23 education support staff.

The school's core values are based on the Tribes process and our academic focus relates to improving students' literacy, numeracy and social skills. Our Wellbeing approach primarily utilises prevention strategies and is supported by a well-defined process for identifying and supporting students in need by effectively using our limited resources.

Our learning spaces are maintained to a standard that financial resources allow. We have well maintained playground/sports and garden spaces. This focus has been driven by interested parents with the support of the school.

We have an expectation that all students will achieve success and we utilise resources, both tangible and intangible, to achieve this. Our ultimate aim being to provide a framework that engages students, staff and parents in working collaboratively as a learning community, dedicated to supporting, actively participating and achieving positive outcomes for everyone.

Achievement	Engagement	Wellbeing
<p>The 2013 NAPLAN indicate FWPS achieved results that are similar to Victorian schools. This places our school within the middle 60% of Victorian schools. With one academic parameter, year 5 numeracy results, the school achieved a result placing us in the high range in comparison with other Victorian schools. This places our school in the top 20% of all Victorian schools for this element.</p> <p>Teacher judgements of student achievement broadly correlate with our school's NAPLAN results.</p> <p>All students included within the Program for Students with Disability program showed progress in achieving their individual learning goals.</p> <p>Professional learning has continued to focus on developing teacher capacity through targeted team based coaching with particular emphasis on literacy and numeracy. The planning, teaching, assessing and reporting student learning outcomes is supported through this weekly coaching approach.</p> <p>All professional learning emphasis for teaching and educational support staff is prioritised on the basis of relevance and alignment with the school's Strategic Plan, Annual Implementation Plan, or DEECD requirements.</p> <p>Curriculum is planned by team members collaboratively to ensure it is thorough, consistent with DEECD expectations and our strategic plan. Not only does our curriculum meet standard requirements, it is developed by teams with a strong focus on how planning meets the needs of all students.</p>	<p>In addition to curriculum being planned to satisfy requirements, there is much consideration to providing learning experiences that engage and motivate our students. This is apparent across all areas of the school and curriculum.</p> <p>The Soundgarage program has provided an additional digital learning environment for students in grades 1 to 6 again during 2013. The teaching model links an industry professional with each classroom teacher within the Soundgarage and is aligned to the current integrated curriculum unit.</p> <p>Through animation, film and programs such as, 'virtual world' we have been able to cater for a higher level of engagement and scope for creative program development.</p> <p>Last year extra curricula and clubs programs included; a school play/musical, Blue Bang radio, the Environmental team, music and performance programs and opportunities.</p> <p>Our Junior School Council had a successful second year. Representatives from grades 1-6 regularly met and worked in groups; to achieve goals that the students had direct involvement in setting. The creation of a JSC was a recommendation of our last school review and has had the effect of providing increased and meaningful student voice.</p> <p>Bridging to Prep has been a successful innovation in recent years. It was developed internally and has involved considerable communication with local kindergarten staff and parents. This enables our Prep students and parents to feel more closely linked to their previous learning and experience, as the children transition to a primary school environment.</p> <p>Transition program for grade 5/6 students allow secondary schools to showcase their programs and allow our senior students and their parents the opportunity to engage in these opportunities both at school and on visits to local secondary schools.</p>	<p>The Tribes process is central to our practical application of values and expectations for students, staff and parents. Tribes at FWPS has for over a decade provided consistency based on the agreements of; attentive listening, mutual respect, the right to participate/pass, personal best and appreciations. Staff are trained in Tribes and we anticipate its many aspects will touch on the lives of all in our community daily.</p> <p>We have a well-developed student management system in place. We remain committed to training staff in Tribes and communicate shared expectations and values for all. This whole school approach enables consistency in teaching social values, the development of relationships and a zero approach towards bullying.</p> <p>The Attitudes to School survey indicates some aspects that were lower in 2013 than the previous trend. There were some aspects in the data collection that was different and this will be addressed in 2014.</p> <p>Our Wellbeing team meets weekly and works with staff, students and parents in order to support families who may require further assistance.</p> <p>Through direct contact, the online weekly newsletter, digital communication through the Tiqbiz app, support meetings and support for families with regular absences we endeavour to engage families and reduce unnecessary absences.</p>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

School Profile

School Enrolments

A total of 549 students were enrolled at this school in 2013, 265 female and 284 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ■
Result for this school: ● Median of all Victorian government schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>34%</td> <td>44%</td> </tr> <tr> <td>Numeracy</td> <td>15%</td> <td>39%</td> <td>46%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>51%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>42%</td> <td>36%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>56%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	34%	44%	Numeracy	15%	39%	46%	Writing	19%	51%	31%	Spelling	22%	42%	36%	Grammar and Punctuation	19%	56%	25%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="566 784 1037 884"> <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>93 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	94 %	92 %	94 %	92 %	92 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	94 %	92 %	94 %	92 %	92 %										

Performance Summary

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Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>

How to read the Performance Summary 2013

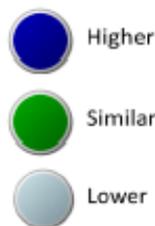
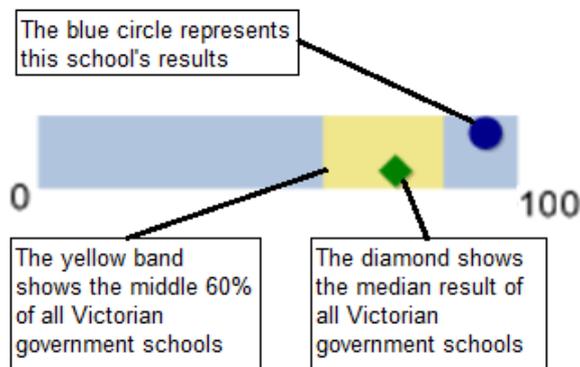
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous 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.

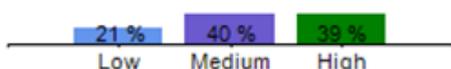
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$384,286
Government Grants State	\$100
Revenue Other	\$13,863
Locally Raised Funds	\$443,795
Total Operating Revenue	\$842,044

Funds Available	Actual
High Yield Investment Account	\$235,395
Official Account	\$12,063
Other Accounts	\$169,299
Total Funds Available	\$416,757

Expenditure	
Books & Publications	\$6,547
Communication Costs	\$5,585
Consumables	\$80,308
Miscellaneous Expense	\$478,879
Professional Development	\$6,651
Property Maintenance	\$173,480
Trading & Fundraising	\$56,523
Utilities	\$39,056
Total Operating Expenditure	\$847,029

Financial Commitments	
Operating Reserve	\$126,537
Asset/Equipment Replacement < 12 months	\$13,185
Maintenance - Buildings/Grounds incl SMS<12 months	\$95,000
School Based Programs	\$24,295
Other recurrent expenditure	\$12,758
Asset/Equipment Replacement > 12 months	\$21,561
Maintenance -Buildings/Grounds incl SMS>12 months	\$123,420
Total Financial Commitments	\$416,757

Net Operating Surplus/-Deficit (\$4,984)

Asset Acquisitions \$19,669

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

Revenue in the DEECD grants includes the quarterly cash grants, overseas paying students and reimbursements for Short Term Leave. Other revenue received includes reimbursements and interest. Locally raised funds essential to the running of our programs largely relies on fundraising, hire of school facilities, including the canteen, subject contributions, camps and excursion and uniform sales, expenditure for consumables of both classroom and teacher requisites and photocopying costs. Books and publications spending is self-explanatory. Currently FWPS leases a photocopier in the General Office and computers, other equipment and furniture purchased includes classroom furniture. Property Maintenance covers security/safety/fire prevention, contract cleaning, refuse/garbage and sanitation, as well as improvements and maintenance of the buildings and grounds. Items such as the servicing of air conditioners and testing and tagging of all electrical equipment in the school is not covered by DEECD. Trading operations is the expenditure related to uniform stock. Literacy and Numeracy consultants, speech therapists, the Soundhouse program, the Soundgarage program, all Casual Replacement Teachers and all other service contractors are reflected as Miscellaneous items.