

2017 Annual Report to the School Community



School Name: Footscray West Primary School

School Number: 3890



- 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 Regulation 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 2017 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 May 2018 at 06:31 PM by Brendan Millar (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 28 May 2018 at 08:18 AM by John Dinh (School Council President)



About Our School

School Context

Footscray West Primary School is located in the inner west suburb of West Footscray within the Maribyrnong Local Government Area.

At Footscray West we positively reflect the community that we represent. We strive to support all students including those with social, emotional or behavioural needs. Our school reflects the culturally rich and diverse neighbourhood community with 32 language groups represented.

The socio economic status of our community continues to change, reflecting greater local gentrification. In 2017, the SFOE (Student Family Occupation Education index) was 0.2890, within the high socio economic range as judged by the model used by the Department of Education and Training.

In 2017 we had an enrolment of 622 students, our student population being made up of 283 female and 339 males. In 2017, our school had 33.7 equivalent full time teaching staff. Our growing school population saw the need for additional portable classrooms in the yard which impacted on the play spaces for students.

2017 was the second year of our four-year strategic plan which emphasises academic development in literacy and numeracy whilst providing a comprehensive, engaging and broad curriculum. Our community appreciates the whole school emphasis on visual arts, sporting opportunities, camps, multicultural education and musical performance. There are many opportunities provided for leadership and to positively influence the school program.

Our purpose is to; actively engage the school community to work and learn together in a supportive, inclusive environment.

Through the Tribes process we facilitate the development of knowledge, skills and resilience in our students to assist them to achieve their personal best. This whole school approach supports the development of positive interpersonal skills. The Wellbeing of our students is based on a positive prevention model which is reflected across the curriculum.

At FWPS our learning spaces are attractive and well maintained. With the support of the school, interested parents have driven our garden/sustainability focus. Our out of hours school care program continues to meet the growing needs of our community.

Framework for Improving Student Outcomes (FISO)

In 2017 we focused on the following FISO improvement initiatives and key improvement strategies:

Excellence in teaching and learning

- Building practice excellence
- Curriculum planning and assessment

In 2017 we introduced a whole school instructional model, *Classroom Instruction that Works (CITW)* as well as continuing our literacy and numeracy focus

- CITW strategy; *Setting the Environment* was introduced across the whole school
- Further structured and differentiated professional learning opportunities were provided for teachers to improve practice.
- 6+ 1 Traits of writing was introduced across the whole school.
- ICT continued to be prioritised to improve learning.
- Teachers were supported to build their instructional practice with a focus on science and technology.
- Opportunities were provided for students to develop student voice and student leadership by participating in decision-making and goal setting.

We focused on the further development of a comprehensive, school-wide approach to social and emotional learning via the TRIBES process and continued to provide for differentiated learning.

Achievement

Our strategic goal was to improve literacy and numeracy outcomes for every student across the school.

Teacher professional learning is linked to school priorities and appropriately resourced within means. There is a strong collaborative approach to supporting teams with new learning that is sourced externally and internally and identifies and supports student needs in core learning areas. The culture in the school promotes leadership opportunities and draws on staff expertise to promote learning opportunities for all. Evidence based high impact teaching strategies (HITs) are an area of significant priority. These have been introduced through the instructional model, CITW and supported through regular teacher coaching in literacy and numeracy.

Our combined School Staff Survey places us in the upper range (top 20%) of Victorian primary schools.



Teacher judgement of student achievement (combined grades prep – 6) in English and Mathematics places the percentage of our students working ‘at or above the age expected standards’ in the middle 60% of Victorian government school primary students. This data set is contradicted by the school comparison graphic that indicates we are in the ‘lower’ range for this comparison (page 5).

NAPLAN Reading results at year 3 and 5 for both the 4-year cohort average and the 2017-year, indicates we are ‘similar’ to the state median. When compared to ‘like schools’ in reading we are rated as ‘similar’ in year 3 and at year 5.

NAPLAN numeracy results indicates a ‘higher’ figure for numeracy at year 3 and ‘similar’ when a 4-year average is taken into account. Numeracy results also indicates a ‘similar’ result to ‘like schools’ at year 3 and 5, with a ‘higher’ result over a 4-year period for year 5.

NAPLAN year 3 to 5 learning gain indicates the school has achieved a high learning gain compared to ‘similar’ students across Victoria as follows:

Reading – 23%, Writing – 20%, Spelling – 25%, Grammar and punctuation – 21% and Numeracy – 35%.

All students included within the Program for Students with Disability showed progress in achieving their individual learning goals.

Engagement

Our goal was in providing a stimulating and intellectually rich environment that engaged and motivated our students. This was a focus across all areas of the school and curriculum.

Student engagement in classrooms was enhanced by an innovative teaching and learning program. Incursions, excursion, camps, increased use of digital technologies, perceptual motor program and an opportunity for student representation in captaincy, Junior School Council and Environment teams contributed to this. An extensive Lunch Clubs program operated throughout the year to provide a variety of social and active pursuits in a playground effectively less spacious than previously the case. It was an additional responsibility convened by a teacher and supported by volunteer staff. Student leaders had opportunities to engage with their class peers, teaching staff, parents and members of the wider community.

Our specialist programs in Italian Language, Physical Education, Visual Art and Music provided students with rich opportunities to engage a variety of learning styles and intelligences and presentation and performance opportunities provided via the Art Show Spectacular and Concert Week. The specialist team provide their own *Attitudes Survey* for the senior students in order to add student feedback to more authentically plan, teach and assess.

Access to iPads for all students has afforded us the opportunity for students from grades 3 – 6 present their learning through digital portfolios which enables remote access for student work and opportunity for regular parent access.

Students were provided opportunities to participate in maths games days (grades 4 and 5), Chess club, after school Master Chess, and a school based maths games day was held for the 5/6s. Coding unplugged and problem solving activities were held during Literacy and Numeracy week.

A whole school first aid incursion was featured during Education Week.

The art show was highly interactive, showcased every students’ work and was embraced by the wider community. An extraordinary number of students participated in the performance aspects as well as joining a multitude of parent volunteer helpers from one Friday to the next.

Our Junior School Council (JSC) had a successful year. Representatives from grades 1 – 6 continued to meet fortnightly during class time and worked in groups in a democratic manner supported by two members of our teaching team to achieve the goals that the students had direct involvement in setting. JSC members worked with representatives of Parents and Friends to set compatible goals that this body supported them in reaching. This approach will continue to be enhanced in 2018.

The year 6 - 7 transition program provides the opportunity for senior students and their parents to participate in transition experiences provided by our local secondary schools. This program is managed by our senior school coordinator, who maintains effective relationships with transition staff at the local secondary colleges and liaises with our senior students and their parents. The K-Prep transition program provided a comprehensive level of support for starting families. The coordinator was released on Thursdays throughout the year to support the needs of the incoming Prep students and their families. A comprehensive, year-long program includes preschool visits, information sessions, orientation visits and a welcome picnic.

The *Soundgarage* outsourced musical program continues to consolidate. Evening and weekend martial arts programs and *Singblitz* adult music were additional opportunities open to the wider community provided by external providers with positive relationships with school management.



In 2017 student absence data was 'similar' to the majority of primary schools. We have a high proportion of students who attend school regularly, however many students travel overseas for family or recreational reasons. Across all cohorts, attendance rates were 'similar', ranging between 93% and 94%

Our overall Parent Satisfaction rating, based on the annual Parent Opinion survey indicates placed in the middle 60% of Victorian government primary schools.

Wellbeing

The Tribes process is a historically vital aspect of our positive Footscray West culture. Through Tribes we develop a consistent and well understood core set of values, expectations and protocols for student and adults within our school community. The Tribes agreements of; attentive listening, mutual respect, the right to participate/pass, personal best and appreciations are the daily drivers of our approach. Our student management processes are well established. This whole school approach aims to apply equity, a focus on relationship building and the promotion of student voice. The Attitudes to School survey is a Department of Education requirement for schools to assess student connectedness and wellbeing. Our results indicate our data is within the 'similar' range along with the majority of Victorian government primary schools. Our Wellbeing team meets regularly to assess the priority of student wellbeing needs and provides available resourcing as best meets needs. We use a range of strategies to promote attendance, timeliness and to support families. These include; direct contact, the online weekly newsletter, digital communication through the Flexibuzz app, information sessions, support meetings and assistance for families with regular absences.

For more detailed information regarding our school please visit our website at
[enter web address here]



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	
<p>Enrolment Profile</p> <p>A total of 622 students were enrolled at this school in 2017, 283 female and 339 male.</p> <p>21 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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:

Achievement	Student Outcomes	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> Lower</p> <p> Lower</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:

Achievement	Student Outcomes	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> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Higher</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: ◆

Achievement	Student Outcomes	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>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>53%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>49%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>54%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>49%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>59%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	53%	23%	Numeracy	17%	49%	35%	Writing	27%	54%	20%	Spelling	25%	49%	25%	Grammar and Punctuation	20%	59%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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														
<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>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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	94 %	94 %	93 %	94 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	94 %	94 %	93 %	94 %	93 %										



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:

Wellbeing	Student Outcomes	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>Results: 2017</p>	Similar
<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>Results: 2017</p>	Similar

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)

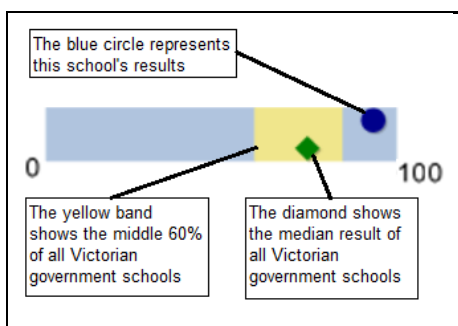
Engagement

- 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).

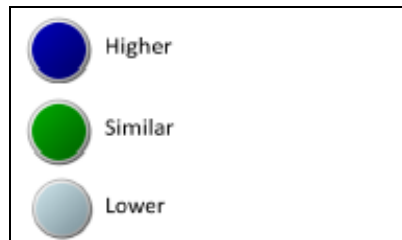


What does *School Comparison* refer to?

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

Surplus was due to more enrolments than we had anticipated in projected figures. Major construction work planned fundraising going towards expansion of gym. Increase in Essential item charge to \$250, there had not been an increase in a number of years. Excursions were pay as you go instead of a levy. Federal Government Sporting Grant \$5,900 received for sport clinics ran at school.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,123,945	High Yield Investment Account	\$320,775
Government Provided DET Grants	\$863,826	Official Account	\$10,011
Government Grants Commonwealth	\$5,600	Other Accounts	\$189,225
Revenue Other	\$43,324	Total Funds Available	\$520,011
Locally Raised Funds	\$574,701		
Total Operating Revenue	\$5,611,396		
Equity¹			
Equity (Social Disadvantage)	\$46,345		
Equity Total	\$46,345		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,016,340	Operating Reserve	\$125,000
Books & Publications	\$16,139	Capital - Buildings/Grounds incl SMS<12 months	\$125,011
Communication Costs	\$11,945	Maintenance - Buildings/Grounds incl SMS<12 months	\$50,000
Consumables	\$136,314	School Based Programs	\$120,000
Miscellaneous Expense ³	\$562,181	Other recurrent expenditure	\$50,000
Professional Development	\$21,998	Asset/Equipment Replacement > 12 months	\$50,000
Property and Equipment Services	\$455,999	Total Financial Commitments	\$520,011
Salaries & Allowances ⁴	\$566		
Trading & Fundraising	\$39,394		
Utilities	\$47,271		
Total Operating Expenditure	\$5,308,146		
Net Operating Surplus/-Deficit	\$303,250		
Asset Acquisitions	\$0		

(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.