2016 Annual Report to the School Community

THE EDUCATION STATE

School Name: Footscray West Primary School

School Number: 3890

Name of School Principal:	Brendan Millar
Name of School Council President:	John Dinh
Date of Endorsement:	27th March, 2017

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 regulated 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 the 'Student enrolment numbers' and/or 'Curriculum framwork for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

VICTORIA State Government | Education and Training

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.

In recent years, the school's socio economic status has changed, reflecting greater local gentrification. In 2016, the SFO (Student Family Occupation index) was 0.4073, which moved us into the high socio economic range as judged by the model used by the Department of Education and Training.

At FWPS we embrace the opportunities and expectations of our changing community while respecting our past. We continue to support all students with social, emotional or behavioural needs. We remain a culturally rich and diverse school community with 21 % EAL (English as an Additional Language) students and 1 % ATSI (Aboriginal and Torres Strait Islander) students.

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. In 2016 we had an enrolment of 596 students, our student population being made up of 276 females and 320 males. In 2016, our school had 39.6 equivalent full time staff.

2016 was the first year of our new four-year strategic plan. Our purpose is to; actively engage the school community to work and learn together in a supportive, inclusive environment. We facilitate the development of knowledge, skills and resilience in our students to assist them to achieve their personal best.

Our Strategic Plan maintains an academic focus. Resourcing was directed towards improving students' literacy and numeracy skills and knowledge.

Our Wellbeing approach primarily utilises prevention strategies supported by a well-defined process for identifying and assisting students and families through strategic use of resources. Via this approach, we demonstrate our expectation that all students will achieve success.

At FWPS our learning spaces are attractive and well maintained. Interested parents with the support of the school have driven our garden/sustainability focus. Our successful and developing OSHClub out of hours school care program was augmented at the end of 2016 by the school funded construction and renovation of our Emu Corner 'home base' for daily use by the provider and by the school.

Framework for Improving Student Outcomes (FISO)

In 2016 FWPS focused on the following FISO improvement initiatives and key improvement strategies:

Excellence in teaching and learning
- Building practice excellence
- Curriculum planning and assessment

Positive climate for learning
- Empowering students and building school pride

In 2016 we continued to embed a whole school pedagogy and learning framework to develop a consistent approach to teaching literacy and numeracy.

- The school's literacy and numeracy curriculum and scope and sequence documents were revised to reflect essential learnings.

- Further structured and differentiated professional learning opportunities were provided for teachers to improve practice.

- The potential of ICT was maximised 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.
We believe we can best support the learning of our students by ensuring our teachers and classroom based educational support staff are motivated, professionally able and well supported. Our alignment with strategic planning, in conjunction with targeted professional learning goals and coaching in literacy and numeracy are the key components for successful teaching and learning strategies. The planning, teaching, assessing (through the effective application of selected data sets) and the reporting of student learning outcomes, is supported through this weekly coaching approach.
Our combined School Staff Survey places us in the upper range of the middle 60% of Victorian primary schools.

Teacher judgement of student achievement (combined grades prep – 6) in English, places the percentage of our students working 'at or above the age expected standards' in the 'similar' range (middle 60% of Victorian government school primary students) but above the median for Victorian government primary year levels. In terms of Mathematics, while the percentage of students is again placed in the middle 60% of students, in this instance we are marginally below the state median. Consequently, we are placed in the 'lower' category.
NAPLAN Reading and Numeracy results at year 3 and 5 for both 4-year cohort average and the 2016-year indicates we are above the state median. When compared to 'like schools' in reading we are rated 'similar' in year 3 and at year 5, 'higher' for 2016 and 'similar' when a 4-year average is taken into account. Numeracy 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.

When results for students at our school are compared to 'similar' students across Victoria, the high learning gain that they achieved in Reading (29%), Numeracy (38%) and Grammar and Punctuation (29%) is above the expected standard. High learning gain in Writing is 4% lower than expected, while high gain for Spelling is significantly lower. Our 2017 strategic planning places greater emphasis in the areas of relatively low performance.

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

Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

☐ Victorian Early Years Learning and Development Framework	☐ AusVELS	☐ Victorian Curriculum	X A Combination of these

Engagement

Our strategic goal was to deepen and strengthen students' sense of connectedness to school and peers and promote a strong sense of engagement in their learning.

Our focus 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, increase of use of digital technologies, perceptual motor program and an opportunity for student representation in captaincy, Junior School Council and Environment teams contributed to this. Student leaders had opportunities to engage with their class peers, teaching staff and members of the parent and 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 through the Multicultural Day and public performance. 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.

We were pleased to introduce a practical musical education program for all students, utilising the *Musical Futures* approach. A series of concerts during term 4 provided a celebration of student learning.

Building on access to iPads for all students, the grade 5/6 team introduced digital portfolios to provide remote access for student work and provision for parent access.

Students were provided opportunities to participate in maths games days (grades 4, 5 and 6), Chess club, after school Master Chess, School based maths games day was held for 5/6s, Coding unplugged as part of Science and Maths Week, Robotics incursion (education week), Multicultural day and whole school first aid incursion.
The *Wakakirri* competition provided an extraordinary level of involvement for a large body of students from within the middle and senior school. Delivered as a lunch time optional program by a talented member of our teaching team, students were involved, a commitment which culminated with participation in the State final.

Our Junior School Council (JSC had a year of consolidation. 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 be further developed in 2017.

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. 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 *Soundhouse* outsourced musical program continued to grow despite the greater provision for musical education across the whole school. 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 2016 student absence data was 'similar' to the majority of primary schools. This figure indicated a slightly lower average number of student absences compared to the previous year.
Across all cohorts, attendance rates were similar, ranging between 92% and 94%.
Our overall Parent Satisfaction rating, based on the annual Parent Opinion survey indicates we are in the high end of the lowest 20% of Victorian government primary schools.

Wellbeing

The Tribes process remains as an integral approach to inculcating a consistent 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 applies available resourcing for best purpose. 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 Tiqbiz app, information sessions, support meetings and assistance for families with regular absences. Our attendance figures indicate that our results are similar to the absence rates of the top 60% of Victorian government schools. The majority of long-term absences usually are the result by families travelling overseas to visit family members, or long term family holidays.

**For more detailed information regarding our school please visit our website at
www.fwps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: 🟨
     Result for this school: 🔵 Median of all Victorian government primary year levels: 🔷

School Profile

Enrolment Profile

A total of 596 students were enrolled at this school in 2016, 276 female and 320 male.
There were 21% of EAL (English as an Additional Language) students and 1% 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

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.

School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher judgment 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 Performance Summary.*	Results: English 0 ─────────────── 100 Results: Mathematics 0 ─────────────── 100	● Similar ○ Lower

6

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▢
Result for this school: ● Median of all Victorian government primary year levels: ◆

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)	🔵 Higher 🟢 Similar 🟢 Similar 🔵 Higher

Performance Summary

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** Low 14 % Medium 57 % High 29 % **Numeracy** Low 16 % Medium 46 % High 38 % **Writing** Low 31 % Medium 47 % High 21 % **Spelling** Low 43 % Medium 44 % High 13 % **Grammar and Punctuation** Low 21 % Medium 50 % High 29 %	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▢
Result for this school: ● Median of all Victorian government primary year levels: ◆

Engagement	Student Outcomes	School Comparison
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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students. Average 2016 attendance rate by year level:	Results: 2016 0 ▮ 50 Low absences <------> high absences Results: 2013 - 2016 (4-year average) 0 ▮ 50 Low absences <------> high absences	● Similar ● Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	94 %	93 %	93 %	94 %	93 %	92 %

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▢
Result for this school: ● Median of all Victorian government primary year levels: ◆

| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2016 Results: 2013 - 2016 (4-year average)	● Similar ● Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2016 Results: 2013 - 2016 (4-year average)	● Similar ● Higher

How to read the Performance Summary

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, P-12 and specialist schools, 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.
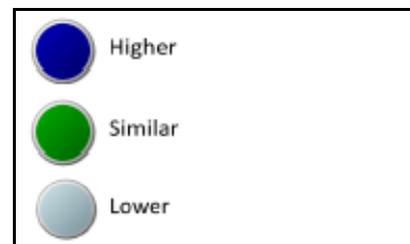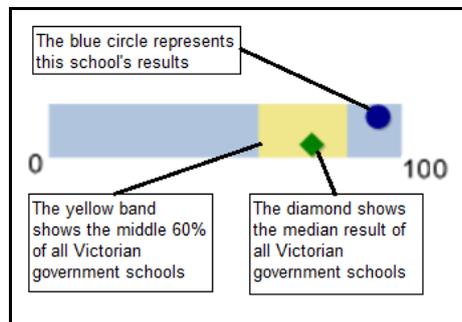
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.
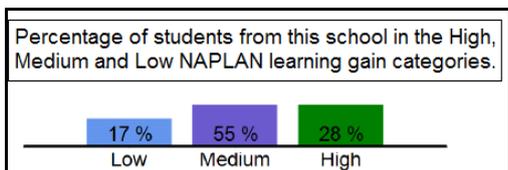
What are the changes in student achievement?

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 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* 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.

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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	$4,068,206
Government Provided DET Grants	$407,415
Revenue Other	$27,508
Locally Raised Funds	$531,953
Total Operating Revenue	**$5,035,081**

Expenditure	
Student Resource Package	$3,811,909
Books & Publications	$12,245
Communication Costs	$8,451
Consumables	$136,360
Miscellaneous Expense	$523,980
Professional Development	$6,241
Property and Equipment Services	$298,721
Salaries & Allowances	$0
Trading & Fundraising	$31,425
Utilities	$43,624
Total Operating Expenditure	**$4,872,955**
Net Operating Surplus/-Deficit	**$162,126**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	$131,990
Official Account	$8,686
Other Accounts	$184,514
Total Funds Available	**$325,191**

Financial Commitments	
Operating Reserve	$153,297
Capital - Buildings/Grounds incl SMS<12 months	$171,893
Total Financial Commitments	**$325,191**

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.