

2018 Annual Report to The School Community



School Name: Footscray West Primary School (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 Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 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 03 April 2019 at 04:42 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 Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 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 24 April 2019 at 04:43 PM by Marcus Hildebrand
(School Council President)

About Our School

School context

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

At Footscray West we positively engage the community that we represent. We strive to support all students. Our school reflects our culturally rich and diverse neighbourhood community with 32 many language groups represented and 20 percent of students with English as an additional language.

The socio economic status of our community continues to change, reflecting increasing gentrification. In 2018, the SFOE (Student Family Occupation Education index) was 0.2585 which places us within the high socio economic range as judged by the model used by the Department of Education and Training.

A total of 640 students were enrolled at this school in 2018, 294 female and 346 male.

In 2018, our school had 35 equivalent full time teaching staff and 8.1 non-teaching staff.

Our growing school population witnessed the excitement of having a new school building constructed last year. In the period of development we were required to relocate 4 classes in temporary portable buildings on the oval, one class was relocated to the Emu Corner building, usually used for the before and after school program and the art program became a 'trolley program' taught in classes. The Bilby building, consisting of 5 classrooms, an art room, teaching office spaces, and meeting room, was built offsite and transported to school in September. Students and staff were pleased to occupy the building early in term 4. We planned to rehabilitate the oval area ready for a return to full access in 2019.

2018 was the third 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 ways to impact positively on 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 that 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 and in 2018 we featured a successful Orchard to Plate cooking program for the Junior students. The out of hours school care program, with new provider 'TheirCare' contracted mid-year, continues to manage increased demand while meeting the growing needs and work requirements of parents.

Framework for Improving Student Outcomes (FISO)

In 2018 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 2018 we consolidated our whole school instructional model, Classroom Instruction that Works (CITW), continued the implementation of the 6+1 Traits of writing, as well as continuing our numeracy focus. We trialed a new method of communicating assessment and reporting standards to parents providing timely and more detailed information about their child's learning.

- CITW phase 2 Helping Students Develop Understanding 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 further implemented across the whole school.
 - ELearning continued to be prioritised to improve learning and we introduced an optional Bring Your Own Device (iPads) for senior students.
 - Teachers were supported in building 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 link teacher professional learning to school priorities and resource within these 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 for all. Evidence based on the Department of Education mandated High Impact Teaching strategies (HITs) are an area of significant priority. These have been introduced through the instructional model, Classroom Instruction that Works (CITW) and supported through regular coaching in literacy and numeracy.

Our combined School Staff Survey, specifically the School Climate measure, 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 and Mathematics places the percentage of our students working 'at or above the age expected standards' in the upper range of 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.

NAPLAN Reading and Numeracy results for year 3, for both the 4-year cohort average and the 2018-year, indicate we are 'similar' to the school comparison but above the state median.

NAPLAN Reading and Numeracy results at year 5 indicate we have 'similar' results to like schools and above the state median for the 2018 year. When a 4 year average is taken into account results indicate that we are at a 'higher' level for both 'like' schools and the state median.

NAPLAN year 3 to 5 learning gain indicates the following high learning growth results in percentage terms: Reading – 38%, Writing – 14%, Spelling – 29%, Grammar and punctuation – 37% and Numeracy – 29%.

All students included within the Program for Students with Disability showed progress in achieving their individual learning goals as reported through bi annual Student Support Group meetings.

Engagement

Our goal was to provide a stimulating and intellectually rich environment where students are engaged and motivated. This focus was directed across all areas of the school and curriculum.

Student engagement in classrooms was enhanced by an innovative teaching and learning program. Incursions, excursions, camps, continued development of digital technologies, a Prep 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, parents and members of the wider community. An extensive Clubs program operated throughout the year to provide a variety of social and active recreation during lunchtimes. This additional responsibility was convened by a teacher and supported by staff volunteers.

Our specialist programs in Italian Language, Physical Education, Visual Art and Music provided students with rich opportunities to engage a variety of learning styles, intelligences and presentation and performance opportunities. Particular community highlights included our biennial Multicultural Day, Family Maths evening, Orchard to Plate cooking program and annual Concert Week.

Elearning opportunities flourished throughout the school with all students from grades 3-6 presented their learning through digital portfolios and year 5 and 6 students were invited to participate in an optional BYO iPad

program.

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. Activities such as buddy reading, problem solving and construction were held during Literacy and Numeracy week.

A whole school first aid incursion was featured during the year.

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 collaboratively, supported by two members of our teaching team to achieve negotiated goals and targets that were democratically selected.

The year 6-7 transition process ensured families were regularly communicated regarding programs, processes and deadlines. 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 provide additional music education opportunities during class time for a significant number of our students weekly. A Saturday martial arts program operates in our Gecko morning throughout the year.

In 2018 student absence data is indicated to be 'similar' when compared to other primary schools. Our actual figure indicates Footscray West students were absent for an average of 11.9 days during the year, compared to the state median of 15.1 absences per student. This figure is significantly lower than our 4 year average of 13.9 days per year.

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 ranged between 94% and 95%.

Our overall Parent Satisfaction rating, based on the annual Parent Opinion Survey indicates an endorsement of 77.2% as compared to the state average of 85.1%.

Wellbeing

The Tribes process is deeply embedded within the positive culture of our school. Through Tribes we develop a clear and consistent understanding of our core 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 fundamentals that support our approach. Our student management processes are well established. This whole school applies an equitable approach, 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 wellbeing and specifically references the aspects of Sense of Connectedness and Management of Bullying.

Our results for both measures indicate our data is within the 'similar' range to the majority of Victorian government primary schools. However, when looking at the numerical data we are above the state median in both aspects.

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.

Financial performance and position

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 640 students were enrolled at this school in 2018, 294 female and 346 male.

20 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

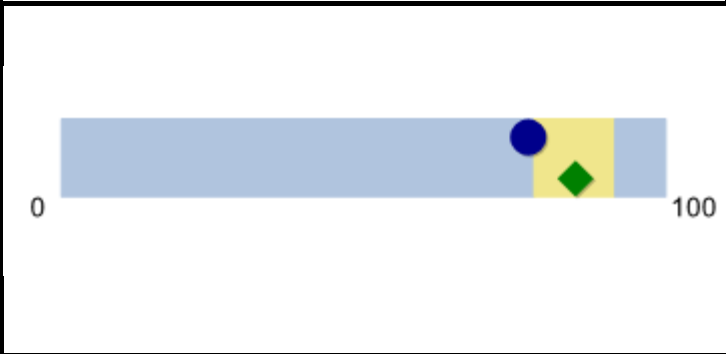
Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



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).

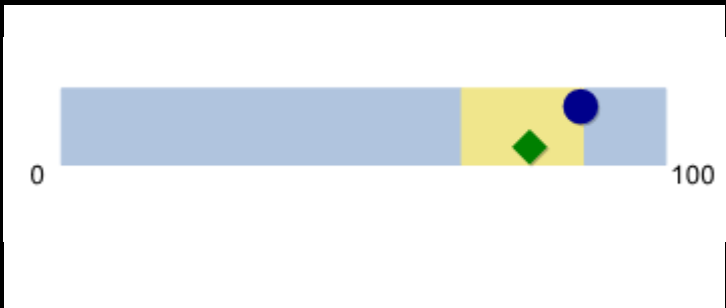
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






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.



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:  ◆ 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> Similar</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> Higher</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"> <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>42%</td> <td>38%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>59%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>56%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>49%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>46%</td> <td>37%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	42%	38%	Numeracy	13%	59%	29%	Writing	30%	56%	14%	Spelling	23%	49%	29%	Grammar and Punctuation	17%	46%	37%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 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>95 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	94 %	94 %	94 %	94 %	94 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	94 %	94 %	94 %	94 %	94 %										

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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,244,014	High Yield Investment Account	\$481,286
Government Provided DET Grants	\$881,539	Official Account	\$51,161
Government Grants Commonwealth	\$2,400	Other Accounts	\$301,205
Revenue Other	\$60,107	Total Funds Available	\$833,652
Locally Raised Funds	\$658,008		
Total Operating Revenue	\$5,846,067		
Equity¹			
Equity (Social Disadvantage)	\$45,655		
Equity Total	\$45,655		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,252,564	Operating Reserve	\$126,000
Books & Publications	\$9,896	School Based Programs	\$355,000
Communication Costs	\$6,254	Asset/Equipment Replacement < 12 months	\$70,000
Consumables	\$158,906	Capital - Buildings/Grounds < 12 months	\$193,257
Miscellaneous Expense ³	\$684,252	Maintenance - Buildings/Grounds < 12 months	\$89,395
Professional Development	\$10,986	Total Financial Commitments	\$833,652
Property and Equipment Services	\$290,635		
Salaries & Allowances ⁴	\$56,571		
Trading & Fundraising	\$29,444		
Utilities	\$49,685		
Total Operating Expenditure	\$5,549,194		
Net Operating Surplus/-Deficit	\$296,874		
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 15 March 2019 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.

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).

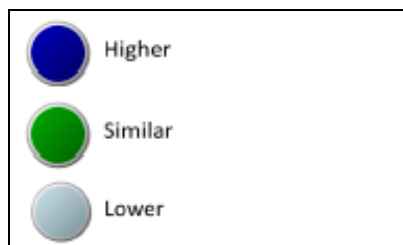


What does *School Comparison* refer to?

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*' or '*ND*' 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').