2015 Annual Report to the School Community

Footscray North Primary School

School Number: 4160

Name of School Principal:

Footscray North Primary School

Name of School Council President:

Thomas Gleeson

Date of Endorsement:

18 April 2016

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 framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Footscray North Primary School is located in the municipal area of Maribyrnong. In 2015, the school's Student Family Occupation (SFO) density was 0.7061 which indicates a high English as a Second Language group of students as well as a predominately low socio-economic status. It is predicted that this school profile will change substantially during the next five years as the demographic of the City of Maribyrnong changes.

Our vision at Footscray North Primary School is to foster a community of life-long learners. We strive to develop articulate, socially responsible and resilient individuals who are working towards achieving their full potential. Footscray North Primary School's central purpose is giving students a comprehensive education enabling all students to become literate, numerate and curious learners who have the capacity to contribute to society now and in the future as global citizens.

FNPS is a school that prides itself on the multicultural diversity of its students. We have developed a rich curriculum that takes on a global perspective and fosters our school values of excellence, responsibility, respect and inclusion. The school has successfully introduced a BYOB personal device program for students in Years 3-6 and has increased the use of IT in all classes across the school. This will ensure that our students have access to 21st Century learning and will enable further development of skills with digital technology. The school offered specialist programs in PE, Performing Arts, Visual Art and Spanish.

We pride ourselves on being a well-organized and well managed school that is strategic in its thinking, planning and implementation of curriculum programs. The school has a composite grade structure (excluding Prep Year) comprising of the following workforce composition: 2 Principal Class, 2 Leading Teachers (Teaching and Learning Coaches), 17 Classroom teachers and 5 Education Support (ES) staff.

We have 4 students on the Program for Students with Disability, who are all supported by an individual learning plan. Student support meetings are held every term whereby goals are reviewed and written to meet the individual student needs. We have 6 Koori students who have an individual learning plan.

Achievement

Footscray North Primary School achieved strong academic results in 2015. These results included Year 3 and 5 students achieving at or above similar schools in all areas of NAPLAN. Year 3 students achieved above state level in Writing, Spelling and Numeracy and Year 5 students achieved above state level in Numeracy, Writing and Spelling. The development and implementation of a comprehensive curriculum and assessment schedule have assisted staff to continually develop strong teaching practices based on the analysis of student work and outcomes.

There continued to be a concentrated effort by all staff to use in-depth analysis of student results to guide teaching practices as well as providing the focus for the resourcing of programs. This analysis has been supported by the professional development that staff have been involved in with both Wembley Primary School and Melbourne University.

We continued to focus on building the capacity of teachers through the construction of dedicated professional learning sessions, action research teams and curriculum days, with clear direction for ongoing improvement and embedding the teaching and learning strategies within our instructional model. Planning strategically allows us to put in place processes to support teachers and students to engage in continuous improvement to achieve their personal best. Consistent whole school planning documents and weekly teacher work programs, demonstrate effective lesson structures in Reading, Writing and Numeracy, and are implemented across all classes Prep- 6. Explicit 'Learning Intentions' related to the Australian Curriculum and differentiation for varying student ability, are highlighted, allowing all students to access the curriculum at their level through explicit teaching, supported practice and reflection.
Teachers participated in school based professional development activities in all areas of the curriculum with a particular focus on High Yield Teaching Strategies.

The school used the Low SES funding to employ school-based Teaching and Learning Coaches. Our Meeting Schedule is

designed to allocate time effectively, supporting all teachers to collaborate in Professional Learning Teams (PLT's). PLTs plan learning experiences, moderate assessment samples and data, and participate in professional learning activities and conversations. Teaching and learning Coaches are aligned to each PLT and provide focused classroom coaching and support to all teachers to build their capacity in the areas of Literacy and Numeracy. The effective learning environment at Footscray North Primary School is established through shared and documented school-based 'common expectations' that are non-negotiable, for all classrooms, as well as high quality learning resources across the school including access to the latest technology.

Engagement

In 2015, the school continued to develop a comprehensive program that provides all children with breadth and depth of experiences in all aspects of incorporating ICT and eLearning into all school programs, with a particular emphasis on Literacy, Numeracy and building a collegiate, professional and supportive working culture that deepens the capacity of all staff to improve student learning.

Student attendance is similar to the State Mean. Average number of student absences in 2015 was below the state mean, however there was a slight rise in student unexplained absences from Prep to Year 6.

In 2015, the school Welfare Team led the staff in the continuation of the Professional Development in the Kids Matter Program. This team continues to lead the school in the development of this program and how this program complements our School Values Program. Kids Matter has also formed the framework that the school uses to foster stronger links between the school and its community.

Wellbeing

Footscray North Primary aims to deepen and strengthen students' sense of wellbeing, connectedness to school and peers. In 2015 there was a focus on developing a strategic and coordinated approach to supporting student wellbeing through classroom, school and extra-curricular support programs. Building teacher capacity to manage student behaviour, and embedding whole school approaches to wellbeing programs and strategies, is a priority.

Our 'Student Attitude to School' Survey results from the Attitude to School survey continued to be positive in 2015. There was a slightly lower achievements in the areas of Classroom Behavior, Connectedness to Peers, Student Morale and School Connectedness as compared to 2014.

The school places a high value on student welfare and connectedness and has invested resources into implementing a strong values program and a whole school approach to behavior management. This is supported by a 0.6 EFT Primary Wellbeing Officer. In addition to this, the school accessed Student Support Service Officers when necessary to provide additional support for individual students and their families.

Footscray North Primary school has many strategic programs in place designed to consolidate our core values. A 'Start Up' program at the beginning of the year ensures our students start the year in a positive way and staff refer to this consistently throughout the school year. Maintaining our whole school approach to behaviour management and the ongoing reinforcement of school values, ensures a consistent message is understood by the whole school community.

Footscray North Primary has a well-developed and comprehensive preschool to school transition program. The program includes visits to preschools by the Assistant Principal, six transition sessions for pre-school students during Term 4 and parent information sessions.

The school made a concerted effort to improve its connection to the community during 2016. A group of teachers and parents have continued to work together to identify activities that showcased the school to the community. This included displaying information about the school throughout key areas of the local community and looking for links between the school and local sporting groups and businesses. An example of this is the school's close link with both Melbourne University and Victoria University in the area of pre-service teacher training. The school is also the only local school that is accredited to take international students.

The school also explored ways to improve the connection between our senior students and the local post primary schools. This included visits to our local secondary schools and this development will continue to be a focus in 2016.

Productivity

The school identified Literacy, Numeracy and IT as areas for focus in 2016. Resources were put into place to assist with growth in these areas. This includes the allocation of two Teaching and Learning Coaches. Approximately 25% of the school's cash funding in the student resourcing area was used in Literacy, 6% in the area of Numeracy and 22% in IT. This is not including money for the hiring of staff for these areas.

For more detailed information regarding our school please visit our website at http://www

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.

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 314 students were enrolled at this school in 2015, 135 female and 179 male.
There were 52% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	mid-high	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 Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) Percentage of students in Years Prep to 6 with a grade of C or above in: • English • Mathematics The grades are the same as those used in your child's end of year report. A 'C' rating means that a student is at the standard expected at the time of reporting.	Results: English 0 ▬▬▬▬●▨◆ 100 Results: Mathematics 0 ▬▬▬●▨◆ 100	● Similar ● Similar
Towards Foundation Level AusVELS Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D). Data will not be displayed where less than 10 student assessments were provided.	**English** No Data Available **Mathematics** No Data Available	Towards Foundation Level AusVELS is not used for the School Comparison.

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	**Results: Reading** 0 — 100 **Results: Reading (4-year average)** 0 — 100 **Results: Numeracy** 0 — 100 **Results: Numeracy (4-year average)** 0 — 100	● Similar ● Similar ● Higher ● Higher
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** 0 — 100 **Results: Reading (4-year average)** 0 — 100 **Results: Numeracy** 0 — 100 **Results: Numeracy (4-year average)** 0 — 100	● Similar ● Similar ● Similar ● Similar

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'.		NAPLAN Learning Gain does not require a School Comparison.

Reading

16 %	66 %	19 %
Low	Medium	High

Numeracy

19 %	56 %	25 %
Low	Medium	High

Writing

38 %	34 %	28 %
Low	Medium	High

Spelling

6 %	81 %	13 %
Low	Medium	High

Grammar and Punctuation

38 %	50 %	13 %
Low	Medium	High

Performance Summary

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 2015 attendance rate by year level:

Results: 2015

0   50

Results: 2012 - 2015 (4-year average)

0   50

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

● Similar

● Similar

Performance Summary

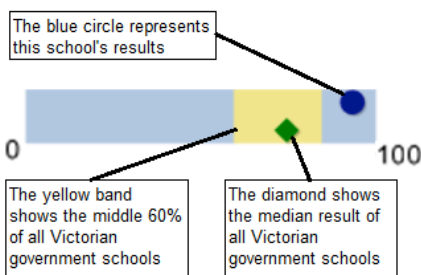| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2015 Results: 2012 - 2015 (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: 2015 Results: 2012 - 2015 (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 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.

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all 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'.

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

| 17 % | 55 % | 28 % |
| Low | Medium | High |

Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

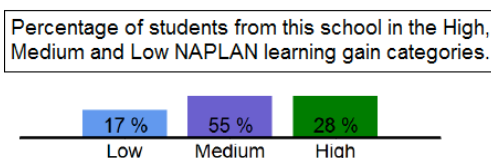| 28 % | 46 % | 26 % |
| Below | At | Above |

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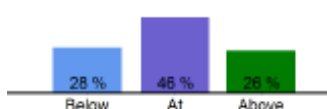
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some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

Higher

Similar

Lower

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 - Operating Statement Summary for the year ending 31 December, 2015 | | Financial Position as at 31 December, 2015 | |

Revenue	Actual
Student Resource Package	$2,607,576
Government Provided DET Grants	$361,236
Government Grants Commonwealth	$66,494
Government Grants State	$11,000
Revenue Other	$19,284
Locally Raised Funds	$166,830
Total Operating Revenue	**$3,232,419**

Funds Available	Actual
High Yield Investment Account	$203,858
Official Account	$2,944
Other Accounts	$131,170
Total Funds Available	**$337,972**

Expenditure	
Student Resource Package	$2,520,327
Books & Publications	$8,705
Communication Costs	$3,966
Consumables	$57,945
Miscellaneous Expense	$173,814
Professional Development	$24,281
Property and Equipment Services	$210,223
Salaries & Allowances	$52,257
Trading & Fundraising	$30,969
Travel & Subsistence	$1,163
Utilities	$39,665
Adjustments	$838

Financial Commitments	
Operating Reserve	$86,644
Asset/Equipment Replacement < 12 months	$10,000
Maintenance - Buildings/Grounds incl SMS<12 months	$70,000
School Based Programs	$8,200
Provision Accounts	$30,328
Other recurrent expenditure	$2,800
Maintenance -Buildings/Grounds incl SMS>12 months	$130,000
Total Financial Commitments	**$337,972**

Total Operating Expenditure	**$3,124,154**

Net Operating Surplus/-Deficit	**$108,265**

Asset Acquisitions	**$15,756**

Student Resource Package Expenditure figures are as of 21 March 2016 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.

Financial performance and position commentary

Footscray North Primary School is operating on a surplus of 337,972. Our budgets and staffing are managed at a level to ensure the school is in surplus. We have a reasonable collection rate of voluntary revenue which contributes to our revenue.