

2016 Annual Report to the School Community



School Name: Footscray North Primary School

School Number: 4160



Name of School Principal: Davide Lombardi

Name of School Council President: Thom Gleeson

Date of Endorsement: 20 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 framework 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.



Education
and Training

About Our School

School Context

Footscray North Primary School is located in the municipal area of Maribyrnong with a total of 354 students were enrolled at this school in 2016, 157 females and 197 males. In 2016, the school's Student Family Occupation (SFO) density was 0.6096. There was 68% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

It is predicted that this school profile will change substantially during the next five years as the demographic of the City of Maribyrnong changes. Allocation of relocatable has been granted to the school for 2017 to cater for an increase in enrolments. The school will also have a dedicated designated neighbourhood zone to manage future enrolment's.

Our mission at Footscray North Primary School is to graduate empowered students who are achieving, socially and emotionally intelligent, globally aware and active citizens in the community. 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.

We have developed a rich curriculum that takes on a global perspective that aligns to our mission statement. The school has successfully been accredited as a Kids matter school and has developed and embedded a Social and Emotional Curriculum to strive to develop social and emotional intelligence in our students. The school offered specialist programs in PE, Performing Arts, Visual Art and Spanish.

Our long standing relationship with Melbourne University was strengthen with participating in the University of Melbourne Network of Schools, Melbourne University Teaching Academy and a "hub" school for the Master of Teaching Pre-Service Program.

We pride ourselves on being a well-organized and well managed school that is researched based, aligned, 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), 15 Classroom teachers and 5 Education Support (ES) staff.

We have 6 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.

Framework for Improving Student Outcomes (FISO)

In 2016 FNPS, focused on the fowling FISO improvement initiatives and Key Improvement strategies:

Excellence in Teaching and Learning: *Building Practice Excellence*

- Build and monitor a whole school approach to PLC's
- Build in the instructional practice of every teacher
- Build a guaranteed and viable curriculum

Positive Climate for Learning: *Empowering Students and Building School Pride*

- Continue and expand the Kids Matter approach to student wellbeing
- To build student voice in their learning

By developing a Professional Learning Community (PLC) model, a consistent and deliberate approach to our PLC fostered a shared responsibility for the total development of students and collective responsibility for students' success. The PLC meeting was an opportunity for powerful learning that defined good teaching and classroom practice and that created new knowledge and beliefs about teaching and learning. Embedded within our PLC model was a collaborative culture with a focus on learning for all and a commitment to continuous improvement. Teachers gathered evidence of current levels of student learning and developed strategies to build on strengths and address weaknesses. They analysed the impact of their practice and applied their learnings in the next cycle to support continuous improvement. Within this model, teachers applied Marzano's instructional strategies and developed Essential Learnings.

Achievement

Footscray North Primary School achieved strong academic results in 2016. 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, the embedding of Marzano's instructional strategies and the development of the professional learning communities have assisted staff to continually develop strong teaching practices based on the analysis of student data.

Through the implementation of the FNPS Teaching and Learning Cycle there has been a concentrated effort by all staff to use in-depth analysis of student results to guide teaching practices. Using student learning as evidence, staff have had the opportunity to measure the impact upon teaching and learning. Professional development has been targeted through the PLC and T/L Coach to support the analysis of data, build teacher practice to ensure high levels of learning for all students

We continued to focus on building the capacity of teachers through; the construction of dedicated professional learning sessions, action research teams and curriculum days, clear direction for ongoing improvement, embedding the teaching and learning strategies within our instructional model. Planning strategically allowed 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, demonstrated effective lesson structures in Reading, Writing and Numeracy, and were implemented across all classes Prep- 6. Explicit 'Learning Intentions' related to the Victorian Curriculum and differentiation for varying student ability, were 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 Marzano's High Yield Teaching Strategies.

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
 ☐ A Combination of these

Engagement

In 2016, the percentage of students with 20 or more days absent was relative to the similar schools, however Student attendance as a total was lower compared to Primary School average. The 4-year average was similar to the Primary School comparison. There was a significant increase in Prep and Year 6 unexplained absences. In response to this, the school in 2017 will make attendance as a priority outlined in the Annual Implementation Plan.

In 2016, the school Welfare Team led the staff in the continuation of the Professional Development in the Kids Matter Framework. Accreditation as a Kids Matter school was successful in December 2016. 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 2016 there was a focus on developing a strategic and coordinated approach to supporting student wellbeing through an explicit Social and Emotional Intelligence Curriculum.

Our 'Student Attitude to School' Survey results continued to be positive in 2016. An area for improvement is connectedness to peers, particularly for boys. As part of our focus for 2017, connectedness to peers will be a priority in our Annual Implementation Plan. We will also work with Melbourne University to research new approaches support student connectedness.

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



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 had many strategic programs in place designed to consolidate our core values. A 'Start Up' program at the beginning of the year ensured our students start the year in a positive way and staff refer to this consistently throughout the school year. A dedicated Social and Emotional Learning Curriculum is also taught deliberately from Prep to Year 6.

For 2017, building teacher capacity to manage student behavior, and embedding whole school approaches to wellbeing programs and strategies, is a priority.

Footscray North Primary has a well-developed and comprehensive preschool to school transition program. The program includes visits to preschools by the Assistant Principal, 4 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 through 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.




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 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: 

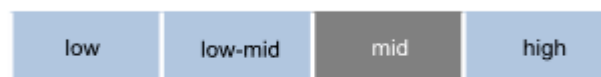
School Profile

Enrolment Profile

A total of 354 students were enrolled at this school in 2016, 157 female and 197 male.
There were 68% 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 and Education index which takes into account parents' occupations and Education.



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


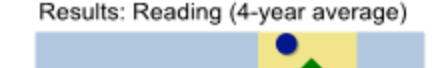

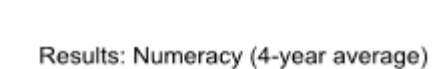

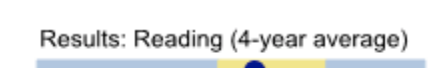
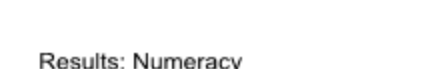

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Similar</p>

Performance Summary

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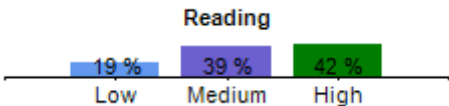
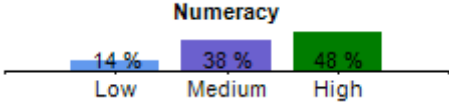
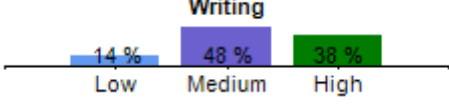
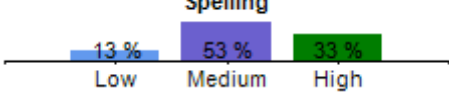
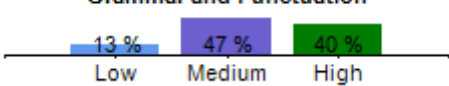
Result for this school: ● Median of all Victorian government primary year levels: ◆

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>● Higher</p> <p>● Similar</p> <p>● Higher</p> <p>● Similar</p>

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																														
<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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<div><p>Reading</p><table><thead><tr><th>Low</th><th>Medium</th><th>High</th></tr></thead><tbody><tr><td>19 %</td><td>39 %</td><td>42 %</td></tr></tbody></table></div> <div><p>Numeracy</p><table><thead><tr><th>Low</th><th>Medium</th><th>High</th></tr></thead><tbody><tr><td>14 %</td><td>38 %</td><td>48 %</td></tr></tbody></table></div> <div><p>Writing</p><table><thead><tr><th>Low</th><th>Medium</th><th>High</th></tr></thead><tbody><tr><td>14 %</td><td>48 %</td><td>38 %</td></tr></tbody></table></div> <div><p>Spelling</p><table><thead><tr><th>Low</th><th>Medium</th><th>High</th></tr></thead><tbody><tr><td>13 %</td><td>53 %</td><td>33 %</td></tr></tbody></table></div> <div><p>Grammar and Punctuation</p><table><thead><tr><th>Low</th><th>Medium</th><th>High</th></tr></thead><tbody><tr><td>13 %</td><td>47 %</td><td>40 %</td></tr></tbody></table></div>	Low	Medium	High	19 %	39 %	42 %	Low	Medium	High	14 %	38 %	48 %	Low	Medium	High	14 %	48 %	38 %	Low	Medium	High	13 %	53 %	33 %	Low	Medium	High	13 %	47 %	40 %	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary



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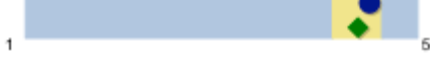



Result for this school:  Median of all Victorian government primary year levels: 

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. 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.</p> <p>Average 2016 attendance rate by year level:</p>	<div><p>Results: 2016</p><p>Low absences <-----> high absences</p><p>Results: 2013 - 2016 (4-year average)</p><p>Low absences <-----> high absences</p><table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>87 %</td><td>93 %</td><td>91 %</td><td>91 %</td><td>90 %</td><td>90 %</td><td>87 %</td></tr></table></div>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	87 %	93 %	91 %	91 %	90 %	90 %	87 %	<div><p> Lower</p><p> Similar</p></div>
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87 %	93 %	91 %	91 %	90 %	90 %	87 %										

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
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

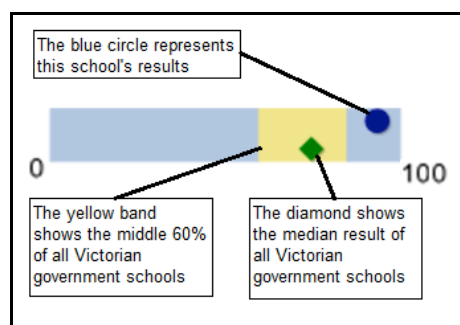
What are student outcomes?

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.

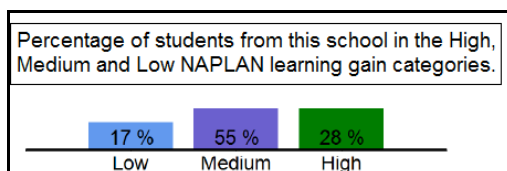
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

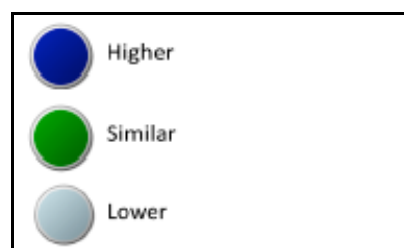
The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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

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. Additional funding was received from the State/Commonwealth government. This includes 'Education State' funding. This fund was used to employ school based literacy and numeracy coaches, literacy and numeracy consultants. The net operating result for the year shows a surplus of \$156,070.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,918,269	High Yield Investment Account	\$349,679
Government Provided DET Grants	\$644,691	Official Account	\$13,554
Government Grants Commonwealth	\$34,853	Other Accounts	\$134,851
Government Grants State	\$8,300	Total Funds Available	\$498,084
Revenue Other	\$16,907		
Locally Raised Funds	\$176,454		
Total Operating Revenue	\$3,799,474		
Expenditure		Financial Commitments	
Student Resource Package	\$2,904,053	Operating Reserve	\$105,816
Books & Publications	\$8,737	Capital - Buildings/Grounds incl SMS<12 months	\$220,000
Communication Costs	\$5,882	Revenue Receipted in Advance	\$9,728
Consumables	\$105,251	Other recurrent expenditure	\$48,500
Miscellaneous Expense	\$153,573	Capital - Buildings/Grounds incl SMS>12 months	\$114,040
Professional Development	\$31,883	Total Financial Commitments	\$498,084
Property and Equipment Services	\$279,515		
Salaries & Allowances	\$82,282		
Trading & Fundraising	\$38,348		
Utilities	\$33,880		
Total Operating Expenditure	\$3,643,405		
Net Operating Surplus/-Deficit	\$156,070		
Asset Acquisitions	\$20,860		

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.

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