2017 Annual Report to the School Community

School Name: Footscray North Primary School

School Number: 4160

Please note: Completed reports are to be uploaded to the Strategic Planning Online Tool (SPOT) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

VICTORIA State Government | Education and Training

About Our School

School Context

Footscray North Primary School is located in the municipal area of Maribyrnong with a total of 410 students were enrolled at this school in 2017, 185 females and 225 males. In 2017, the school's Student Family Occupation (SFO) density was 0.6096 61 percent were EAL (English as an Additional Language) students and 1 percent 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. The school enforced a dedicated designated neighbourhood zone to manage future enrolments.

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, 2.5 Leading Teachers (Teaching and Learning Coaches), 27.3 Classroom teachers and 7.4 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 25 Koori students who have an individual learning plan.

Framework for Improving Student Outcomes (FISO)

In 2017 FNPS, focused on the fowling FISO improvement initiatives and Key Improvement strategies:

Excellence in Teaching and Learning: Curriculum Planning and Assessment
- To develop and implement a documented Guaranteed and Viable Curriculum for Numeracy across the school, which is supported by ongoing formative and summative assessment**.**
- To build the instructional practices of every teacher at Footscray North Primary School through the Professional Learning Community Cycle and Student Centred Coaching

Positive Climate for Learning: Empowering Students and Building School Pride
- To implement a consistent whole school approach to behaviour management aligned with FNPS Behaviour Management Policy.
- To develop and embed a common understanding amongst students, staff and parents regarding school culture, behaviour and expectations.

Excellence in Teaching and Learning: Building Practice Excellence
- Alignment of assessment practice to reduce the variability of different data sets

Through the establishment of the Teaching and Learning Cycle, we believe Professional Learning Communities and has well-articulated purposes that are focused on student outcomes, derived from the analysis of student data.
Teachers are collaborating and are making links between students' progress data and their own professional learning needs. Professional learning teams are formalized and teachers work collaboratively to review and develop their practice. Teams monitor the impact of teaching strategies on student learning and adapt teaching to advance student progress.
A professional learning community approach to whole-school curriculum planning and assessment has been implemented to build the commitment, skills and capability of staff. Planning units and assessment in teams, Essential Learnings, Proficiency scales and formative common assessment tasks have been created and implemented across the numeracy curriculum. By doing this, teacher's content knowledge and capacity has improved during the course of the year. Whilst establishing student leadership roles, the

school needs to ensure there is a broad range of students have the opportunity to provide meaningful feedback, including those students who are disengaged or struggling to succeed.

Achievement

Our self - evaluation indicates that Year 3 NAPLAN performance was outstanding, well ahead of similar schools in all areas. Whilst having strong results in Year 5 NAPLAN the percentage of students with high gain in Numeracy was slightly lower than similar schools. Growth in the other areas of NAPLAN was well above similar schools. We believe that developing a guaranteed and viable curriculum in Numeracy in 2017 and building the capacity of teachers to interrogate data and use this information to plan and implement more effective teaching practices will drive improvement in student outcomes. In 2018, we will develop an agreed guaranteed and viable curriculum in English, including Essential Learnings and proficiency scales across the English curriculum. This will align the curriculum and integrate learning areas and capabilities, pedagogy and assessment into a sequential program of learning. This will deepen knowledge of the curriculum and students' progress and achievement, through use of high quality Common Assessment Tasks, targeted feedback and rigorous moderation processes.

Engagement

In 2017, the percentage of students with 20 or more days absent was higher to the similar schools, illness and family holidays were the major contributors. The 4-year average was similar to the Primary School comparison.

In 2017, 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 2017 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 2017. An area for improvement is connectedness to peers. 74% of staff were positive about the school climate and 90% of parents were satisfied with the school overall. As part of our focus for 2017, connectedness to peers was a priority in our Annual Implementation Plan. We also worked 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 0.8 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 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 2017. 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.

4

For more detailed information regarding our school please visit our website at
[http://www.footsnth.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 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 410 students were enrolled at this school in 2017, 185 female and 225 male.

61 percent were EAL (English as an Additional Language) students and 1 percent 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

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).

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:	▢ (yellow)
	Results for this school: ● Median of all Victorian Government Primary Schools:	◆ (green)

Achievement	Student Outcomes	School Comparison
Teacher Judgement 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 Annual Report.*	Results: English 0 — 100 Results: Mathematics 0 — 100	Similar Similar

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
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 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 Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Lower Similar

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
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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 25 % (Low) — 46 % (Medium) — 29 % (High) **Numeracy** 32 % (Low) — 50 % (Medium) — 18 % (High) **Writing** 21 % (Low) — 54 % (Medium) — 25 % (High) **Spelling** 38 % (Low) — 55 % (Medium) — 7 % (High) **Grammar and Punctuation** 7 % (Low) — 76 % (Medium) — 17 % (High)	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison

Engagement

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

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.

Average 2017 attendance rate by year level:

Student Outcomes

Results: 2017

Few absences <------> Many absences

Results: 2014 - 2017 (4-year average)

Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
85 %	90 %	92 %	88 %	90 %	89 %	88 %

School Comparison

○ Lower

● Similar

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
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 — 100	Lower
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 — 100	Lower

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
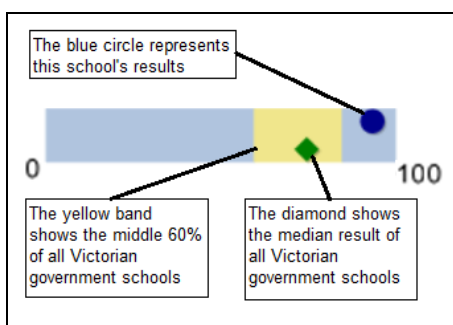   - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

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).


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

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.
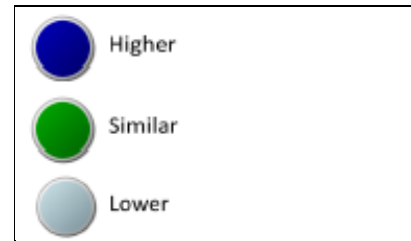
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

The School is in a strong financial position with surpluses from previous years, as a result of good management practices regarding the staff workforce. The program budget reports confirm that budget allocations across the school catered for subject and student need. Equity funding was used to employ a Teaching and Learning Coach (Leading Teacher) to build the capacity of the teaching staff and to establish an intervention team. The Program for Students with Disabilities provided Educational Support Officers alongside appropriate resource. We have a reasonable collection rate of voluntary fees, which contribute to our revenue. The school always spends funds from multiple income sources in the year they have been received, to maximise their benefits to all students of that school year.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017	
Revenue	**Actual**
Student Resource Package	$3,405,323
Government Provided DET Grants	$584,873
Government Grants Commonwealth	$4,542
Revenue Other	$95,903
Locally Raised Funds	$230,613
Total Operating Revenue	**$4,321,254**

Equity[1]	
Equity (Social Disadvantage)	$91,449
Transition Funding	$113,674
Equity Total	**$205,123**

Expenditure	
Student Resource Package[2]	$3,328,215
Books & Publications	$4,243
Communication Costs	$8,063
Consumables	$85,026
Miscellaneous Expense[3]	$186,726
Professional Development	$30,285
Property and Equipment Services	$328,294
Salaries & Allowances[4]	$197,002
Trading & Fundraising	$49,311
Travel & Subsistence	$1,416
Utilities	$31,858

Total Operating Expenditure	**$4,250,440**
Net Operating Surplus/-Deficit	**$70,814**
Asset Acquisitions	**($5,330)**

Financial Position as at 31 December, 2017	
Funds Available	**Actual**
High Yield Investment Account	$250,084
Official Account	$39,757
Other Accounts	$138,230
Total Funds Available	**$428,071**

Financial Commitments	
Operating Reserve	$129,811
Maintenance - Buildings/Grounds incl SMS<12 months	$14,890
Revenue Receipted in Advance	$11,993
Provision Accounts	$56,377
Capital - Buildings/Grounds incl SMS>12 months	$215,000
Total Financial Commitments	**$428,071**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.