2018 Annual Report to The School Community

School Name: Footscray North Primary School (4160)

- 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 Regulation 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 19 March 2019 at 09:12 AM by Kay Willmott (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 Regulation 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 27 March 2019 at 05:40 PM by Eldo Lukman (School Council President)

About Our School

School context

Footscray North Primary School was established in 1923 within the municipal area of Maribyrnong, approximately 9km from the centre of Melbourne. Surrounding the school is predominantly residential areas and some light industrial areas. Since this time, the school has served the community and has responded to changes in student enrolment, overall demographic and socio-economic backgrounds. Recent years has seen an increase in high density housing being built, along with gentrification in the local area.

The school facilities currently provide for 18 classrooms (2 of which are portable), Visual Arts Room, Performing Arts Room, Library and Multipurpose Hall. The school has significant land surrounding the buildings including 3 large grassed ovals, 4 tennis courts, 2 playground areas, 2 sandpits and other grassed and asphalt areas for active and passive play. The OSHC program is provided by Camp Australia.

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. This mission is underpinned by our four school values of respect, responsibility, excellence and inclusion. FNPS has been accepted into cohort 5 (2019-2020) of the Primary Maths Science Specialist (PMSS) Program.

Over recent years enrolments have increased, reflective of the demographic within the local area. In 2019 enrolments are 454 students, 212 females and 242 males. As such, the school is currently at capacity. To manage the increasing school population, FNPS has developed and implemented an enrolment policy.

Over half of our students speak a language other than English at home, with more than 35 different language groups represented.
A small number of students are from an ATSI background, all of whom have an individual learning improvement plan.
A small number of students are in OOHC, all of whom have an individual learning improvement plan.
A group of student are refugees.
A group of students are supported by the PSD program, all of whom have an individual learning improvement plan.

The staffing profile of FNPS is: 2 Principal Class, 1.9 Leading Teachers/Learning Specialists (Teaching and Learning Coaches), 25.0 (EFT) Teachers and 6.8 Education Support (ES) staff.

FNPS provides an approved curriculum framework from the Victorian Curriculum F-10. The school has a composite grade structure (excluding Prep Year). Currently there are four Prep grades, six 1/2 classes, four 3/4 classes and four 5/6 classes. Enrichment and intervention programs are in place.

Framework for Improving Student Outcomes (FISO)

In 2018 FNPS, focused on the fowling FISO improvement initiatives and Key Improvement strategies:

Excellence in Teaching and Learning: Building practice excellence
Goal: Maintain the percentage of students in the top two bands between Year 3 and Year 5 matched cohort data.
KIS: To build the capacity of teachers to target teaching and learning for all students, in numeracy.
How: Building capacity of teachers to target differentiated instruction to ensure all students achieve growth and performance targets

Goal: To build the social emotional intelligence (EQ) capabilities of every student.

Target: Student opinion as expressed in the "Attitude to School Survey" scores to be at or above State and Regional means with an improvement in each variable by a minimum of 0.25 points, in the Student Relationships variables of: Classroom Behaviour, Connectedness to Peers and Student Safety
KIS: To embed an agreed guaranteed and viable curriculum on social emotional intelligence capabilities, that is consistent across the school.
How: To develop a guaranteed and viable curriculum on Social Emotional Intelligence, within a frame work of attributes of learners address Victorian Curriculum capabilities.

Excellence in Teaching and Learning: Curriculum Planning and Assessment
Goal: Improve alignment between teacher judgement (Victoria Curriculum) and NAPLAN data will show variation to be at a minimum of a 0.5 difference in Year 3 and Year 5.
KIS: To build a guaranteed and viable curriculum in English to improve student learning.
How: Develop an agreed guaranteed viable curriculum with Essential Learnings, Proficiency scales and Common Formative Assessment Tasks across the English Curriculum, monitoring student growth and achievement to respond strategically in a timely manner.

School Improvement teams (SIT) were established to support the achievement of these goals. Teams were facilitated by a Leading teacher and each teaching team in the school was represented on each of the 3 SIT Teams. Teams had dedicated meetings 3 times each term to engage in professional learning, work through a problem of practice and to identify next steps and actions. Between SIT team meetings, team members had the opportunity to share and collaborate with their teaching team about the next steps identified in the SIT team.

The Maths SIT Team worked towards ensuring alignment of the proficiency scales that had previously been developed and embedded worked examples in the proficiency to support and make visible what the skill in the proficiency scale meant. The team also explored different ways of collecting ongoing assessment data and ways to better differentiate classroom instruction. In 2016 the year 3 cohort achieved 46% in the top 2 bands, in 2018 the year 5 cohort achieved 41% in the top 2 bands, almost achieving this target

The English SIT team worked towards establishing a Guaranteed and Viable curriculum, establishing the Essential learning, developing and aligning proficiency scales vertically to ensure skills were identified in alignment with the developmental continuum and the Victorian Curriculum. Through this process staff had the opportunity to build their knowledge in this curriculum area and then share this learning with their teaching team. When examining data at year 3 and year 5 teacher judgement and NAPLAN there was still a significant different between these two data sets, particularly when considering students working beyond the expected level, with NAPLAN identifying a greater percentage of students working beyond the expected level when compared to teacher judgement. Ensuring we are providing high performing students access to a differentiated
and challenging curriculum continues to be a focus in 2019. This work will be further explored when we revisit our proficiency scales, and develop clear guidelines about working with students in the application phase of the proficiency scale and then moving them on to the next level proficiency scale, hence providing extension opportunities.

The SEL sit team worked towards developing an understanding of the Essential Learnings supporting the Social Emotional Learning Program. Time was dedicated to mapping these Essential Learnings back to the Victorian Curriculum capaboilities achievement standards. Whole staff meetings were dedicated towards developing a whole school understanding of the themes being introduced each term. The Student Well-being Coordinator and SIT teams members explored high quality sequences of lessons to support the explicit teaching of the skills outlined in the Essential Learnings. The school did achieve the targets around this goal.

FNPS continues to be committed to the PLC approach, providing the school with a well articulated purpose. The Teaching and Learning Cycle, provides a process for teams to work through. The cohesion between these two components supports our staff to have a clear way of working together as they strive to improve outcomes for all students. Collaborative teams are the driving forces for all embedded professional learning and support staff to collaboratively review and develop their practice. Staff knowledge of content and research based high impact strategies continues to grow.

At FNPS staff use the data they collect about our students in expanding ways. To differentiate their instructional program, supporting all students at their entry point and the monitor student growth. The same data provides staff with feedback in regards to the effectiveness of the instructional program they are delivering. The summary data collaborative teams collate about a cohort informs the leadership team in regards to how students are performing in different areas across the school, flowing on to identification of professional learning requirements and coaching cycles. This data is also integral in guiding the focus and identification for our Intervention (Tier 2) programs

FNPS continues to strive to align all of its work towards achieving the mission statement.

Achievement

To improve the learning growth in literacy and numeracy for every student.

Our self evaluation indicated that we have had success towards achieving our goals in this area. In 2018 NAPLAN results indicated students were performing above state levels in all areas in both year 3 and 5. Trend data also shows improvement in average scores between 2017-2018 in all areas of NAPLAN, with the exception of year 3 spelling.

In 2018, the proportion of students receiving low growth in all areas was below state level (indicating strong growth in regards to students learning), with the exception of the area of Language Conventions (Grammar and Punctuation). However in 2017 results in this area were well below state, indicating strong achievement of our students in that cohort. This is a possible indicator of inconsistent practices in the planning and implementation in this area and warrants further investigation.

In 2018 FNPS whilst performing strongly, did not maintain the proportion of students in the top 2 bands. In the area of Reading and Numeracy performance was such that is was only a small reduction (less than 5% in the figures) demonstrating strong performance of high performing students in these areas. In 2018 the focus area for this target was Numeracy. Staff identified high performing students and tracked their performance throughout each unit of work, and the year. The identification and focus on these students ensured teaching teams collaboratively explored ways to challenge students to apply and then further extend their learning in numeracy. Central to this was the development and consistent use of formative and ongoing assessment practices to identify and plan for student needs. Teachers were able to access differentiated professional learning including coaching, peer observation, and professional readings to support their development. Writing has been identified as a priority area for 2019.

To support progress towards the goal focused on improvement in the alignment of data sets between NAPLAN and teacher judgement, the focus of this for 2018 was to develop a Guaranteed and Viable Curriculum for the area of English. Proficiency scales were also developed. This enabled staff to have a shared understanding about what was expected for each student at each level. As this has only been developed in 2018 for 2019 we anticipate progress towards this goal in 2019 and beyond. Earlier in the report it was highlighted that there is greater differences in regards to high performing students. An area that has been identified for 2019 is the school wide understanding of when students are working towards application of a skill and when students are ready to be moved to extension (beyond the standard).

After a trial in 2017, 2018 saw the first year of the full implementation of "Response to Intervention." Students who had not yet demonstrated mastery of key skills were identified by teaching teams during tracking (ongoing assessment) and post tests/moderation (summative) assessments. These students were supported with more time and differentiated teaching strategies to further progress in their learning. Tier 2 Intervention programs were 2-4 weeks in length, 3 sessions per week in a small group setting. Tier 3 Intervention programs were longer in duration, a semester or more, 1 session per week in a small group setting. In 2018 Tier 3 intervention programs focused on students with a diagnosed Severe Language delay and EAL learners. Throughout 2018, students accessing a Tier 2 intervention cycle demonstrated growth in their performance on proficiency scales. Attendance was a factor for many of these students, as many of these students were absent for their Core Instruction, and then again for the

Tier 2 Intervention cycle.

Engagement

To build student ownership of their learning.

In 2018, no explicit targets from this Engagement domain were identified in the 2018 AIP. Feedback from the Attitudes to School Survey indicated students feedback was more positive around the factor of school connectedness. At the start of 2018, an updated Start Up program was developed to establish strong relationships between teachers and students.

The student leadership within the school was refined with the 3-6 Sub School Leader working with the Year 6 Captains and Junior School Councillors regularly. The Year 6 Captains participated in a Young leaders forum and the profile of the JSC was enhanced to enable students to seek feedback from their classmates and share information.

Some staff further explored student ownership in their learning, through making proficiency scales visible to students. In some grades, year level proficiency scales were displayed, with students identifying learning goals, tracking their performance and growth over a unit of work. Teachers also made explicit the links between the proficiency scales and the learning intention and success criteria. Teachers were encouraged to explore strategies where students can share responsibility for tracking and evidencing their learning. These strategies are not yet consistent across the school.

Wellbeing

To build the social emotional intelligence (EQ) capabilities of every student.

In 2018, a refined Social Emotional Learning Curriculum was implemented. This curriculum was aligned with whole school themes (1 or 2 per term), with Essential learning statements guiding the focus for each theme. A whole school commitment to deliver this curriculum in a developmental and sequential way was made. The essential learning statements developed for achievement at the end of Prep, Year 2, Year 4 and Year 6, were developed with a direct line of site from the Victorian Curriculum Capabilities areas. Through collaboration, staff developed clarity about what knowledge, skills and dispositions, were being targeted and developed lessons to support the development of their students in this area.

After professional learning in 2017, a whole school approach to behaviour management was implemented in 2018. This supported students in understanding what was expected of them, and the consequences, or school responses that occur in response to incidents. Having a detailed and sequential SEL curriculum, aligned the language used with students when supporting the resolution of incidents. The SEL curriculum, also supported staff in identifying when students were not yet displaying capabilities and prioritizing students who needed more time and support to master skills explored in the SEL curriculum.

Through a partnership with Melbourne University, we had trialled the use of the Well-being Profiler to track the impact of the SEL program. In 2017, student data in years 5 and 6 was collected twice to examine the risk and protective factors our students experienced. In 2018, this data was once again collected. In both cohorts of data, when comparing data from earlier in the year to later in the year, students reported reductions across the risk factors and enhancements across the protective factors.

FNPS continues to place a high value on student well being and has invested resources into implementing a strong school wide program in building the SEL capabilities and responding to incidents when they arise. This was further supported by a Student Well-being Officer.

Financial performance and position

While the school remains in a strong financial position, 2018 saw a significant deficit. The amount of equity and transition funding the school received in 2018, reduced almost by half, reflecting the changing demographic of the school community. There was significant expenses in the areas of salaries and allowances and property and equipment services. There were some unplanned long term staff absences that were paid through local payroll. Due to staffing changes throughout the year, back filled positions were also funded through school local payroll. In 2018, a planned upgrade to the northern edge of the school yard was implemented and additional unplanned works had to be carried out in the hall replacing all the windows.

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 413 students were enrolled at this school in 2018, 195 female and 218 male.

57 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).

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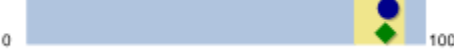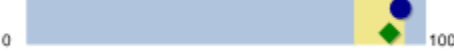
School Staff Survey

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: 🔷

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

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)	Higher 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 Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Higher Similar Higher 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** 19 % / 40 % / 40 % Low / Medium / High **Numeracy** 10 % / 48 % / 42 % Low / Medium / High **Writing** 11 % / 57 % / 32 % Low / Medium / High **Spelling** 17 % / 55 % / 28 % Low / Medium / High **Grammar and Punctuation** 32 % / 45 % / 23 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

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
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 2018 attendance rate by year level:	Results: 2018 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) Few absences <------> Many absences	● Similar ○ Lower

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
91 %	91 %	92 %	95 %	92 %	91 %	91 %

Performance Summary

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: 2018 Results: 2017 - 2018 (2-year average)	Lower 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: 2018 Results: 2017 - 2018 (2-year average)	Lower Lower

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	
Revenue	**Actual**
Student Resource Package	$3,372,899
Government Provided DET Grants	$504,151
Government Grants Commonwealth	$30,805
Revenue Other	$22,160
Locally Raised Funds	$222,971
Total Operating Revenue	**$4,152,985**
Equity[1]	
Equity (Social Disadvantage)	$48,083
Transition Funding	$58,559
Equity Total	**$106,642**
Expenditure	
Student Resource Package[2]	$3,383,123
Books & Publications	$6,729
Communication Costs	$8,035
Consumables	$90,449
Miscellaneous Expense[3]	$169,158
Professional Development	$5,440
Property and Equipment Services	$450,135
Salaries & Allowances[4]	$213,107
Trading & Fundraising	$54,349
Travel & Subsistence	$1,854
Utilities	$24,693
Total Operating Expenditure	**$4,407,073**
Net Operating Surplus/-Deficit	**($254,088)**
Asset Acquisitions	**$12,400**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$38,990
Official Account	$14,594
Other Accounts	$141,694
Total Funds Available	**$195,278**

Financial Commitments	
Operating Reserve	$126,890
Other Recurrent Expenditure	$5,244
School Based Programs	$27,067
Capital - Buildings/Grounds < 12 months	$35,000
Total Financial Commitments	**$194,202**

(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).
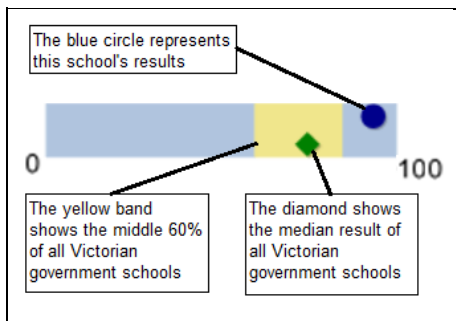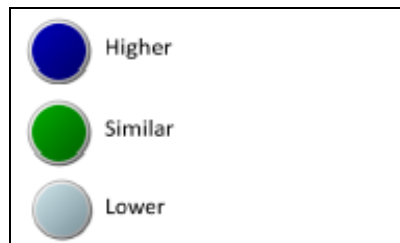

What does *School Comparison* refer to?

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').