

# 2020 Annual Report to The School Community



School Name: Footscray West Primary School (3890)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 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 31 March 2021 at 10:29 PM by Brendan Millar (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 10 May 2021 at 01:52 PM by Andrew Newman (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

## About Our School

### School context

FWPS's vision is to actively engage the school community to work and learn together in a supportive and inclusive environment. The school motto is 'Learning For Life' which is facilitated through the development of knowledge, skills and resilience in our students.

The following values underpin the way we work together to bring our vision to life:

**Mutual Respect** - affirming the values and uniqueness of each person, recognising and appreciating difference.

**Appreciations/No put Downs** - caring for self and others, stating appreciations for unique qualities, gifts, skills and contributions and avoiding negative remarks, name calling, hurtful gestures and behaviours

**Team Work** - learning together to achieve the best possible outcomes for all.

**Responsibility** - being accountable for our actions and resolving differences in constructive and peaceful ways, as well as contributing to society and civic life and taking care of the environment

**Personal Best** – actively striving towards achieving excellence.

Footscray West is located in a rapidly gentrifying area with high proportion of children 0 - 5 years of age. The school is encountering sustained growth, which challenges our capacity to provide adequate indoor learning and outdoor recreation spaces. Whilst we currently have 29 classrooms and five specialist programs operating, we are at the limit of our capacity to further expand. A literacy and numeracy intervention program across the school is an area we have identified in order to support students who fall outside the expected achievement level for their age. Through judicious staff resourcing we endeavour to meet the needs of students with additional behavioural and social needs who do not meet the eligibility criteria for the Program for Students with Disability (PSD).

Our workforce composition for 2020 was made up of:

The Principal, Assistant Principal and Acting Principal along with 1 Leading teacher – part of Leadership Team. 28 full time classroom based teachers – 2 of which were Leading Teachers and 2 Learning Specialists, 3 part time teachers, 2 who job shared 0.5 in a classroom and one other worked 0.4 to support our leadership program.

We had 6 Specialist teachers. This was comprised as follows: three full time in Sport, LOTE and Performing Arts and 2 part time in Visual Art (one at 0.4 and one at 0.6 equivalent full time (EFT) and one in literacy Support at 0.4 EFT.

Education support staff included Administration, Classroom based ES, Maintenance, Welfare and Library as listed below:

2 full time admin

1x 0.78 school nurse

1x 0.70 Admin assistant

1x 0.4 Maintenance

1x 0.4 Wellbeing

1x 0.5 Library

1x 0.81 Classroom based ES

5x 0.78 Classroom based ES

1x 0.69 Classroom based ES

1x 0.63 Classroom based ES

1x 0.47 Classroom based ES

### Framework for Improving Student Outcomes (FISO)

The focus for Footscray West Primary School (FWPS) in 2020 was on the FISO dimensions of:

- Excellence in Teaching and Learning
- Positive Climate for Learning

Our Key Improvement Strategies (KIS) were to:

- build the capacity of staff to teach writing
- create practices and a culture that encourages a community of writers
- build teacher capacity to have consistent understanding of student agency and voice
- empower students to collaborate with adults and peers to direct and take responsibility for their learning
- deepen and embed a whole-school approach to student health, wellbeing and inclusion

FWPS made some progress towards each of the KIS within the 2020 Annual Implementation Plan (AIP), however COVID-19, school lock down and remote and flexible learning had significant impact on the opportunity to implement the stated Actions and professional development. The focus pivoted to providing a rich online learning environment for students and strategies that encouraged students to remain socially engaged with each other.

Teachers delivered online programs via Google classroom in accordance with Department of Education and Training (DET) guidelines. Much time was devoted to producing digital online resources differentiated for individuals and groups of students. Teaching and Education support staff engaged in a variety of professional learning experiences related to the complexity and challenges of remote and flexible learning and personal wellbeing. Whole class and small group sessions were conducted with a focus on academic support, as well as social and emotional activities to engage and support students.

### Achievement

The extended lockdown in 2020 due to COVID-19 had significant impact on the goal of improving learning growth of every student in writing. Consequently, numerical targets were not met or could not be measured as NAPLAN was cancelled in 2020 and our comprehensive assessment schedule could not be implemented. Key strategies to support the goal stated: 'to build the capacity of staff to teach writing and build a community of writers'. However, many of the actions associated with this were unable to be implemented. Literacy coaches participated in Bastow Literacy workshops and delivered fortnightly online coaching to all staff throughout multiple lockdowns. Data walls were utilised to monitor student progress and online sessions differentiated to meet student needs. During remote learning, staff utilised online resources, as well as producing their own videos and digital resources for students. They held regular whole class and small group teaching sessions where every student had the opportunity for daily interaction with their teacher/s. It was however noted during remote and flexible learning, that the cohort most affected by the lack of face to face teaching were students from English as Additional Language (EAL) backgrounds.

Moving forward to 2021, the writing PL for staff has been rescheduled to February and writing will continue to be a focus of the 2021 AIP, as will fortnightly coaching. Students needs will further be met through the Tutor Learning Catch Up initiative, with staff employed specifically for the program, targeting students who did not make the expected growth in literacy and numeracy during 2020.

### Engagement

Our student attendance data showed an average number of days absent over the year as 7.5, which is lower than similar schools and the state average. We monitored student attendance data at our Wellbeing Meetings twice a term and our Primary Welfare Officer contacted families who had not responded to class teacher communication. COVID-19 disrupted face to face learning for our students, however they were well supported by their teachers to engage in class meetings, targeted teaching and learning and through individual contact with students and their parents. We also acknowledge the commitment made by parents to support this learning, often in challenging circumstances.

Throughout the lockdown, vulnerable students and students of parents who were deemed essential workers were supported at school. At least 2 teaching staff and 2 education support workers, members of the administration and leadership teams were on site during this time. Staff participated in the Amplify initiative which led to greater understanding of student voice, agency and leadership. This will continue to be a focus in 2021, along with building voice, agency and leadership into our Inquiry Units.

### Wellbeing

Our Primary Prevention program is delivered through our embedded Tribes process, which allows for a common language and a set of agreements about how we behave and treat each other. We have a Primary Welfare Office (PWO) .4 EFT who is available to meet with parents and counsel students if needed. Staff engaged in professional learning to develop awareness of trauma practices and have dedicated time at the beginning of each year developing relationships with students and between students. Accompanying this we have begun work on the State Government's mandated roll out of the Resilience, Rights and Respectful Relationships program. The Leadership team have participated in professional development with a focus on student and staff disclosures. We have met with our lead school and developed an implementation plan for the curriculum roll out, overseen and supported by two of our teaching staff. These actions will be included in our 2021 AIP.

### **Financial performance and position**

- Why the annual result was a surplus or deficit – There was a small surplus. Most of this was credited during the year for iPads, shade sail repair, high area painting, COVID-19 costs.
- Extraordinary revenue or expenditure items – COVID-19 expenses which were not and could not have been budgeted for in 2019. Costs needed to be absorbed by the school as no funding was provided by DET.
- Sources of funding the school received, for example, equity funding, special grants or fundraising initiatives. Equity funding was used to support the Leveled Literacy Intervention program in the Junior school along with the funding of 2 classroom based ES staff to assist students with additional needs who did not meet the criteria for PSD support.
- Additional State or Commonwealth Government funding the school received beyond the SRP, the purpose of the funding and its link to improvements in teaching and learning (including allocated funding for future spending) - Solar Grant received in 2020, however we were not in a position to have it installed. This must be installed in 2021 or the grant will be rescinded.
- Details of any contracts, agreements or arrangements entered into by the school council – Contracts for ThierCare OSHC, Soundgarage and Musical Futures programs, Lunchbox 3012 canteen. Technology leases including new iPads and photocopiers.

**For more detailed information regarding our school please visit our website at**  
<https://www.fwps.vic.edu.au>

# Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 698 students were enrolled at this school in 2020, 319 female and 379 male.

18 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

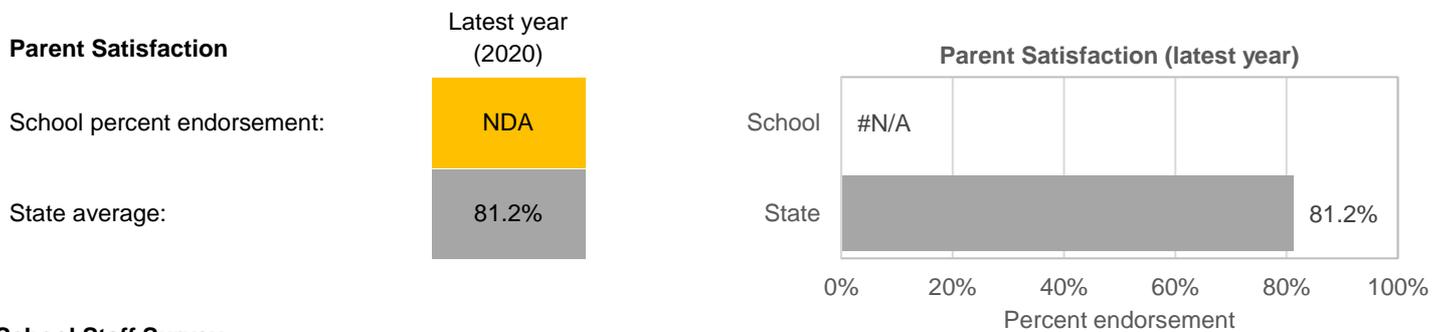
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

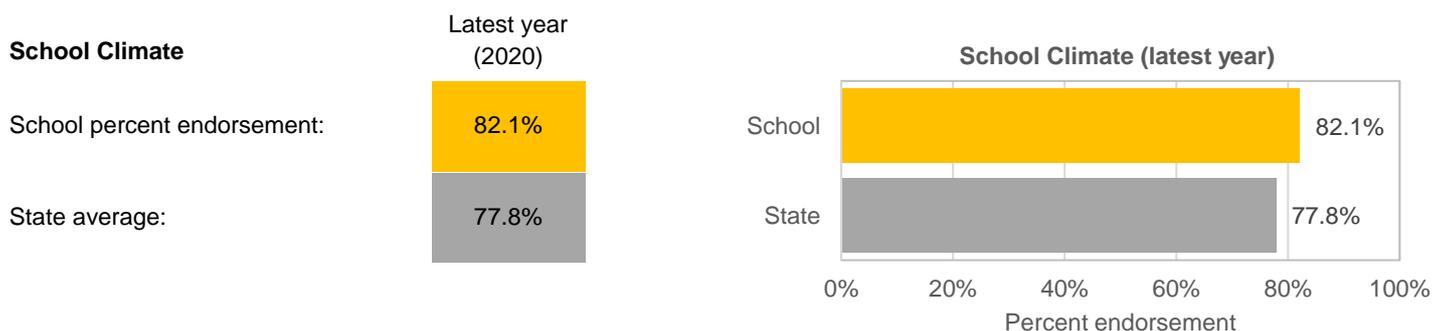


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

NDA

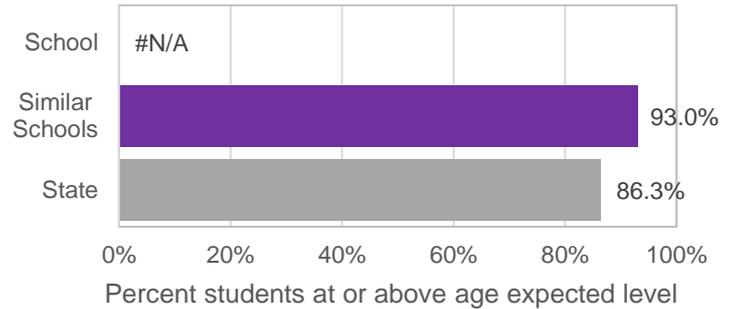
Similar Schools average:

93.0%

State average:

86.3%

#### English (latest year) Years Prep to 6



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

NDA

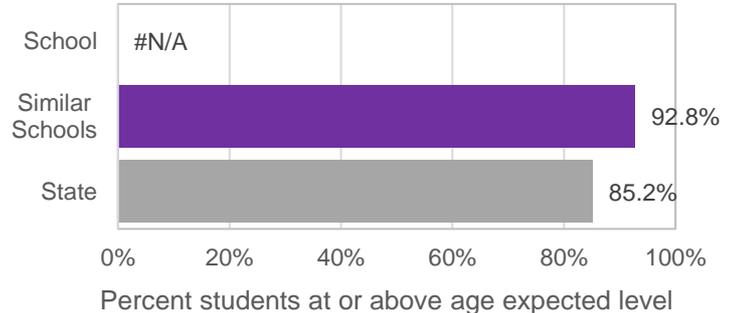
Similar Schools average:

92.8%

State average:

85.2%

#### Mathematics (latest year) Years Prep to 6



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

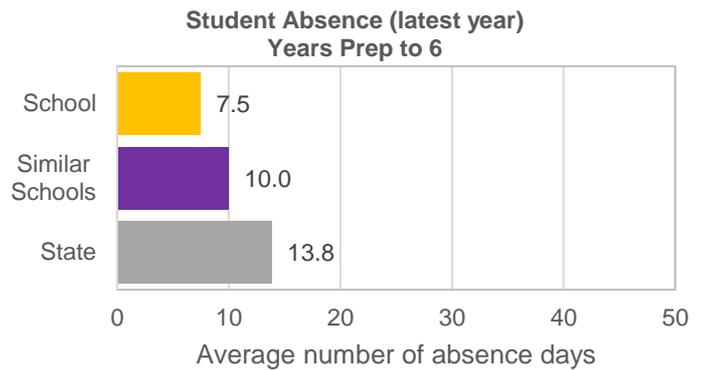
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	7.5	11.3
Similar Schools average:	10.0	12.8
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	96%	97%	96%	96%	96%	96%

**WELLBEING**

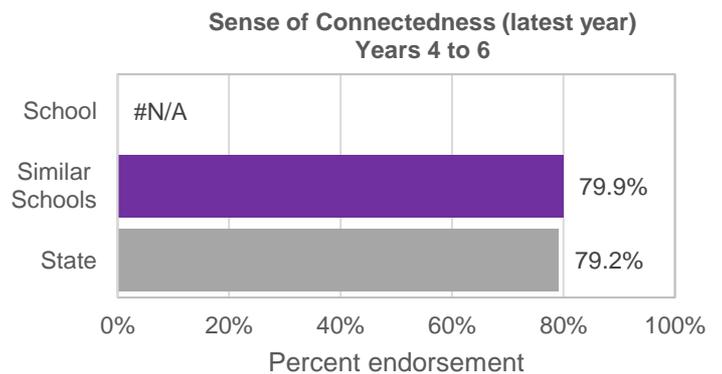
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**Student Attitudes to School – Sense of Connectedness**

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	81.4%
Similar Schools average:	79.9%	81.3%
State average:	79.2%	81.0%



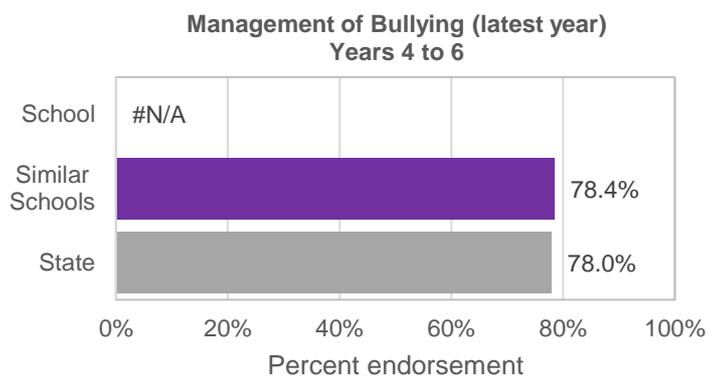
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	83.2%
Similar Schools average:	78.4%	80.7%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$5,153,801
Government Provided DET Grants	\$692,499
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$51,673
Locally Raised Funds	\$308,414
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$6,206,387</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$57,459
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$57,459</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,117,261
Adjustments	NDA
Books & Publications	\$5,837
Camps/Excursions/Activities	\$10,042
Communication Costs	\$5,242
Consumables	\$99,715
Miscellaneous Expense <sup>3</sup>	\$31,746
Professional Development	\$9,327
Equipment/Maintenance/Hire	\$207,933
Property Services	\$83,821
Salaries & Allowances <sup>4</sup>	\$23,913
Support Services	\$338,133
Trading & Fundraising	\$4,034
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$61,905
<b>Total Operating Expenditure</b>	<b>\$5,997,536</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$208,851</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$840,763
Official Account	\$17,408
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$858,171</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$135,267
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$335,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$25,000
Capital - Buildings/Grounds < 12 months	\$120,000
Maintenance - Buildings/Grounds < 12 months	\$150,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$765,267</b>

*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.*