

2023 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 \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 30 April 2024 at 08:27 AM by Brendan Millar (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 01 May 2024 at 01:25 PM by Andrew Newman (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

'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.

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 disabilities 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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

At Footscray West we value our school community and strive to work cooperatively in an inclusive and responsive manner. During our 2023 School Review process our long term commitment towards Tribes Learning Communities needed to change. Professional learning, a key aspect for whole school commitment, was no longer available. In managing this change we sought feedback from our community to consider what visions and values best meet our needs going forward.

Our new vision is: Working together to make our shared world a better place for all.

And our new values are Belonging, Respect, Resilience and Responsibility.

We plan to develop our understanding by focussing on the following:

- We will develop meaningful and respectful relationships and connections.
- We will model and demonstrate kindness.
- We will harness our wonder and curiosity to expand our knowledge and understanding.
- We will promote excellence through effort, determination and achievement.
- We will instil a strong sense of self.
- We will encourage reflection, heartfelt gratitude and the expression of genuine appreciation to others.

Our school grew steadily until reaching a peak of 700 students in 2020. During successive pandemic lockdowns over 2020 and 2021, student numbers declined and now sit in the mid 670 range.

In 2023 we had 674 students at census time.

In 2023 all spaces indoor and outdoors were required for daily use for our 29 classes and 5 specialist programs. Due to the increase from 28 to 29 classes, the Italian language program no longer had a designated learning space and consequently the program was taught in classrooms across the school.

Progress towards strategic goals, student outcomes and student engagement

Learning

With 2023 being a year of School Review, FWPS moved beyond the challenges of the previous years with clear focus and direction to further build the capacity of teachers to apply research based best practice in every classroom. We entered the Review with clear direction of what was required. A new whole school approach to Wellbeing as Tribes training was no longer available, along with the introduction of clear Instructional Models for both Literacy and Maths to deliver Science of Learning principles.

In 2023, the NAPLAN measurement scale and time series was reset, which means results from 2023 on cannot be directly compared with results from 2008 to 2022. Results moved from Band measurements to a set of four proficiencies (Exceeding, Strong, Developing and Needs Additional Support).

We are proud of our high participation rates for all of the NAPLAN assessments in 2023 ranging from 94 to 99%, with all students being encouraged by the school to participate, disability adjustments implemented and a focus on demonstrating a growth mindset and doing our personal best. Our Reading data for year three was slightly higher than Similar Schools (FWPS 84.3% Strong or Exceeding, Similar Schools 82.4%) and year five almost equivalent to Similar schools. (FWPS 88.8% Strong or Exceeding, Similar Schools 88.9%). These scores were 14.7 and 11.9 percentage points above the state average respectively. Our Numeracy data for year three was slightly less than Similar Schools (FWPS 79.3% Strong or Exceeding, Similar Schools 81.3%) and year five more than to Similar schools. (FWPS 85.6% Strong or Exceeding, Similar Schools 82.4%). These scores were 11.9 and 17.7 percentage points above the state average respectively. NAPLAN and school based data has been used to identify students who need additional support or have demonstrated that they need further exposure to key concepts to consolidate knowledge. These students received an intensive TLI (Tutor Learning Initiative) program where key growth point concepts and understandings were tracked. This continued throughout the 2023 year, with a key focus of growing students from year 3 to 5. This will be measurable growth data for us in future years as the proficiencies will allow for NAPLAN comparisons to be made in terms of relative growth for each student.

Wellbeing

The key focus of the Child Safety and Wellbeing Team was to continue to build relationships and connectedness to our school in a positive way. At the Department level, the Framework for Improving Student Outcomes (FISO 2.0) which is the continuous improvement framework for all Victorian government schools, was redesigned in 2022 to place learning and wellbeing at the centre as a measure of school improvement.

FISO 2.0 meant that wellbeing continued to be a major focus for our students who were introduced to the Zones of Regulation scale to help them to recognise and monitor their own emotions and implement strategies to assist them when dysregulated. The continued implementation of the Respectful Relationships program helped us to establish the school setting as a safe space for students, allowing them to flourish and enjoy the social aspect of learning and playing at school. Body Safety and Consent Education lessons were taught at all grade levels at an age appropriate level.

The Tribes process was no longer able to be implemented at FWPS as the rights had been sold to another company and had taken a new direction. This meant time was spent looking at a range of other social emotional programs during 2023 to see what would be the best fit for our school community and towards the end of the year the decision was made to begin implementing The Berry Street Education Model in 2024.

Several of our students had critical social emotional needs and the support was provided to families on a regular basis. Teachers were the first point of contact for students who were experiencing a myriad of challenges, particularly around anxiety, depression, dysregulation and family issues. At times the need was beyond a generalist classroom teacher's expertise and a referral or conversation was held with the Child Safety and Wellbeing Team who decided on the appropriate course of action to support individual students.

Where previously there always existed a distinct delineation between the role of counsellors and health professionals and that of educators, the need to provide temporary support for families seeking professional health support as they faced long waitlist times was important. We were pleased that our part time counsellor Sarah was able to provide support to a number of students across the school. Other members of the Child Safety and Wellbeing team were repeatedly called upon to aid students who were struggling with various issues often relating to anxiety, a concern most prevalent at the beginning of the school day.

The Child Safety and Wellbeing Team continued to focus on:

- preserving the wellbeing of our teachers to ensure their continued ability to build strong relationships with students day in, day out, and to build their capacity to support students
- upskilling all members of the Child Safety and Wellbeing Team to ensure they were equipped to deal with the often confronting challenges faced by students/families in extreme distress.
- Using our Student Attitudes to School Survey as a conduit to student voice and to be proactive in addressing the concerns of our students as identified by our data.

Two key measures from the student Attitudes to School Survey (AtoSS) provided us with key measures to track the wellbeing of our students. In 2023, the Sense of Connectedness measure saw 74% of students provide positive endorsement. This was slightly below the similar schools average of 76% and our own 4 year average of 76.25%. Another key measure, the Management of Bullying, saw 75% of students provide positive endorsement. This was equal to the similar schools average.

Engagement

2023 Engagement

In 2023 our school number of absence days (average number of days absent in a school year) remained similar to the 2022 post Covid school year. There were 27% of students with 20 or more days absent compared to 29% Similar Schools, 28% Network Schools and 36% State Schools. Of those, approximately 10% of students (n72) had 30+ days absent. The key reasons for this were Covid isolation, family holidays and illness. A small number of students are working with the Child Safety and Wellbeing Team as their families are experiencing school refusal. This data set was down significantly from our 2022 percentage of 42% of students with 20 or more days absent.

The Child Safety and Wellbeing Team have a number of initiatives to improve engagement. We focus on implementing an engaging, differentiated teaching and learning program. To promote connectedness, lunchtime clubs feature each day both for juniors and seniors. A strong culture of student leadership through Grade 6 Captains, Junior School Council, the Environment Team and the Marrung Leadership Team promotes student voice. An emphasis on teacher- student relationships is central through the Tribes process and will continue to be a key area of focus through the implementation of The Berry Street Education Model next year. The Zones of Regulation features in each classroom to help students understand their emotions and develop strategies to help them to be ready to learn and participate in the social aspects of school life.

Financial performance

In 2023 we made significant financial commitment beyond our current funding base to meet the unprecedented needs of our students, staff, and community. With staff absenteeism, our relief teaching costs were \$154,000 over our projected budget of \$250,000. Equity funding of approx. \$60,000 which went to purchasing Literacy and Numeracy items, subscriptions along with contributions to 2 staff members to be out of class for PLC.

Disability Inclusion funding has been allocated towards one full time and part time staff members to work with the students and source their funding and access resources.

In receiving an allocation of funds for the staffing of our TLI (Tutor Learning Initiative) allowed us to have a staff member full time working on Literacy and Numeracy with the students. Our Parent Association was active with fundraising activities including stalls for Mothers, Fathers and Special Person and the very popular beanies and second-hand uniform sales. We also outsourced our OHSC program, who hire the facilities and provide a significant licence fee for the benefit of the school. FWPS have contracts with the following organisations: Premier Waste – refuse collection and sanitation PSW - School uniforms Soundgarage – Opt in music program Musical Futures – In school music program Lunchbox – Canteen TheirCare – OHSC program

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 2.0 (FISO 2.0).

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 674 students were enrolled at this school in 2023, 316 female and 357 male.

15 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).

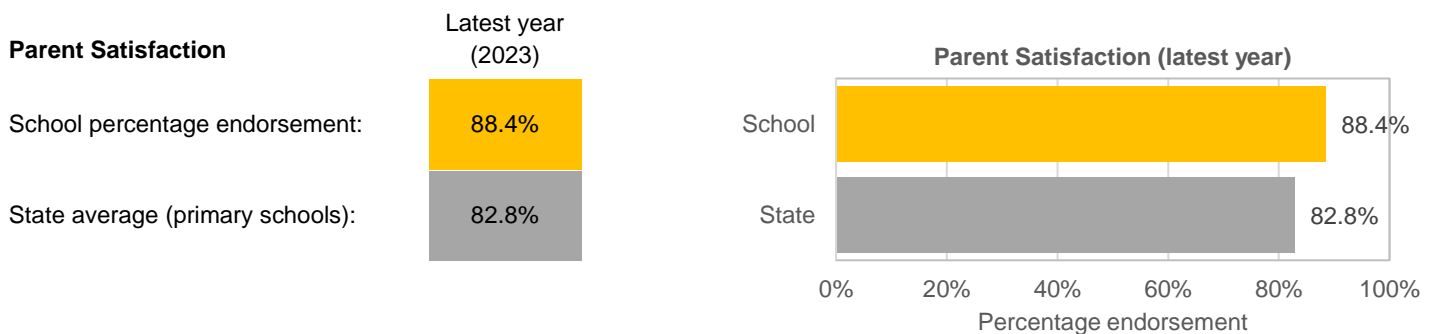
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

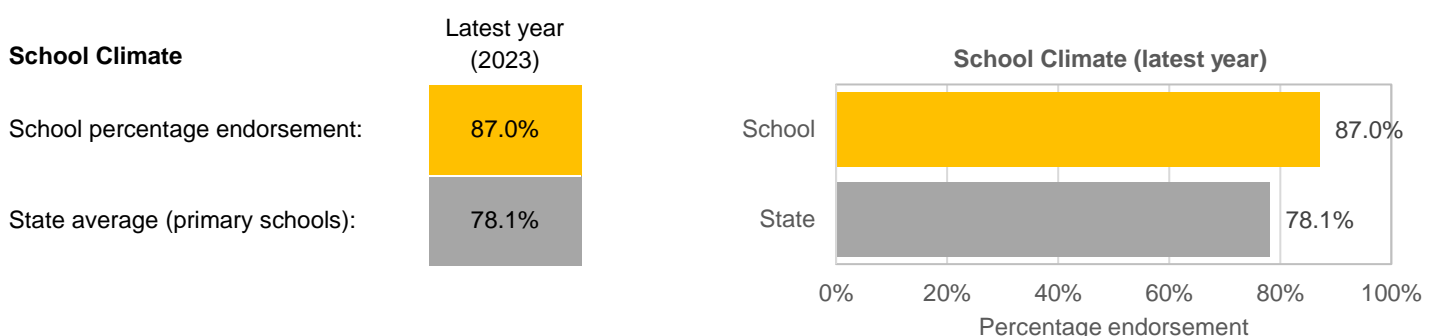


School Staff Survey

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.



LEARNING

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

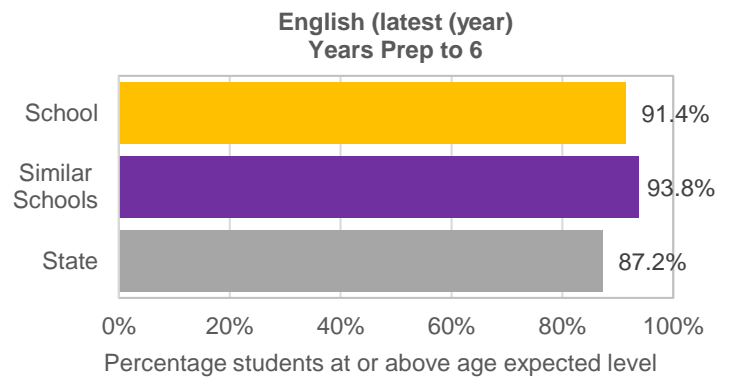
91.4%

Similar Schools average:

93.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

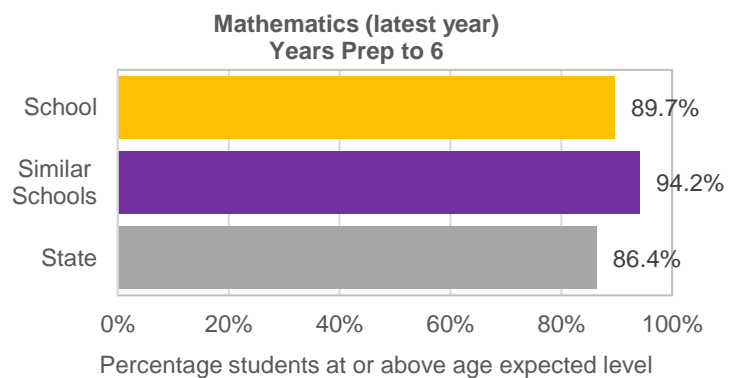
89.7%

Similar Schools average:

94.2%

State average:

86.4%



LEARNING (continued)

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.

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.3%

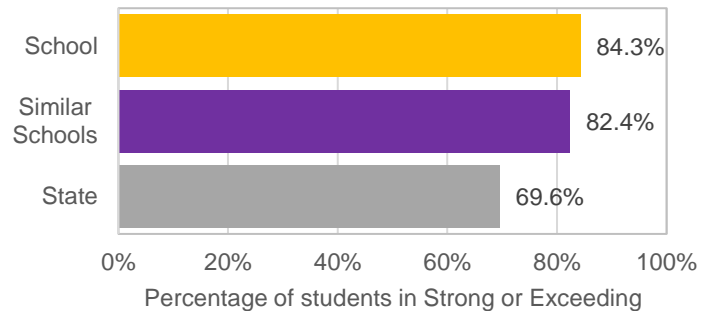
Similar Schools average:

82.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.8%

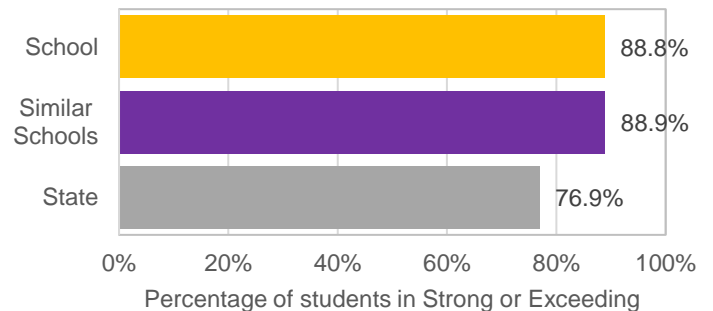
Similar Schools average:

88.9%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

79.3%

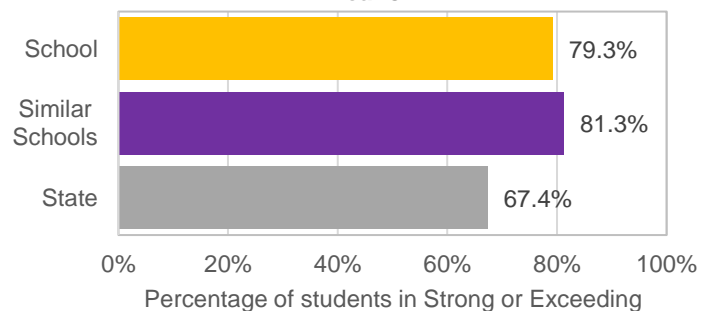
Similar Schools average:

81.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

85.6%

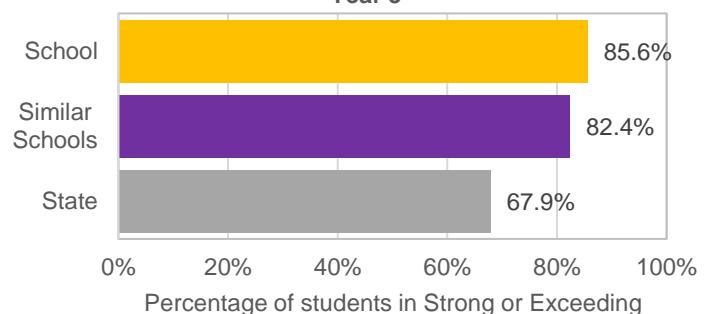
Similar Schools average:

82.4%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

87.4%

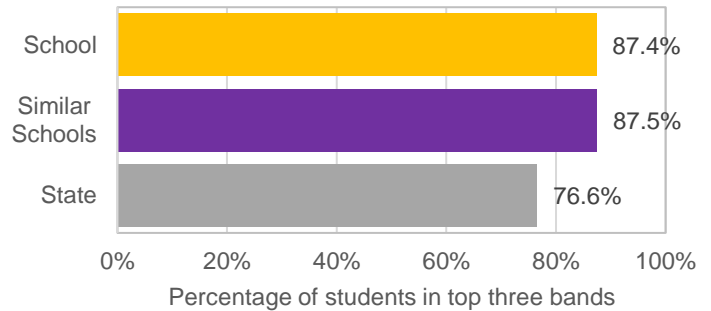
Similar Schools average:

87.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

83.3%

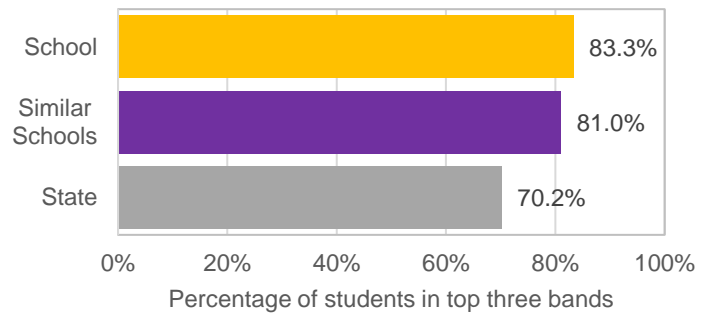
Similar Schools average:

81.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

79.4%

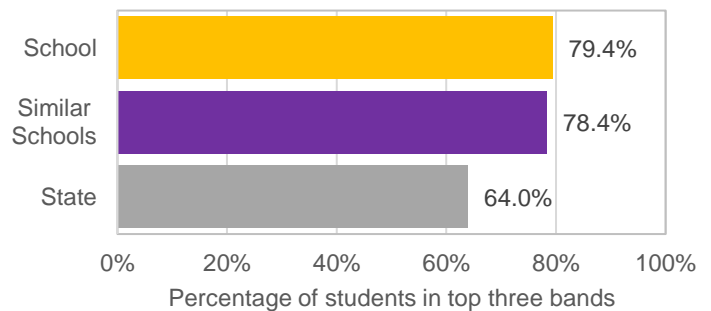
Similar Schools average:

78.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

65.1%

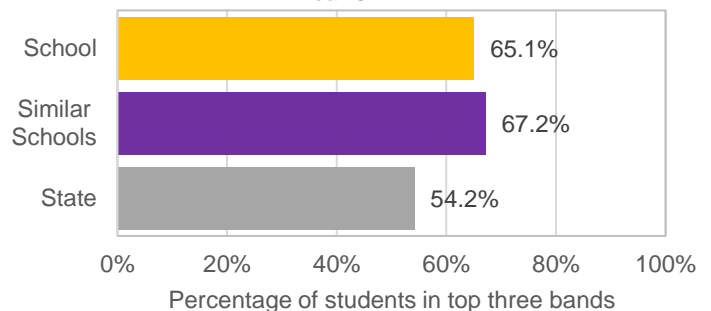
Similar Schools average:

67.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

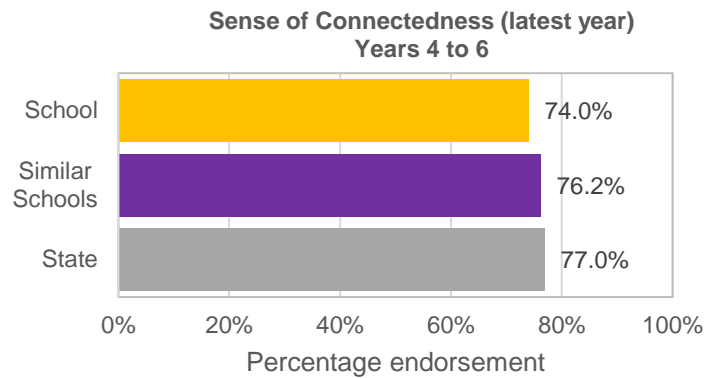
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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).

Sense of Connectedness Years 4 to 6

| | Latest year (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 74.0% | 74.9% |
| Similar Schools average: | 76.2% | 77.9% |
| State average: | 77.0% | 78.5% |

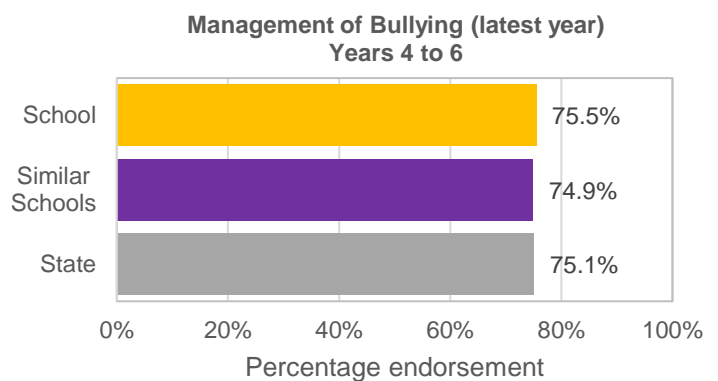


Student Attitudes to School – Management of Bullying

The percentage 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).

Management of Bullying Years 4 to 6

| | Latest year (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 75.5% | 74.9% |
| Similar Schools average: | 74.9% | 76.4% |
| State average: | 75.1% | 76.9% |



ENGAGEMENT

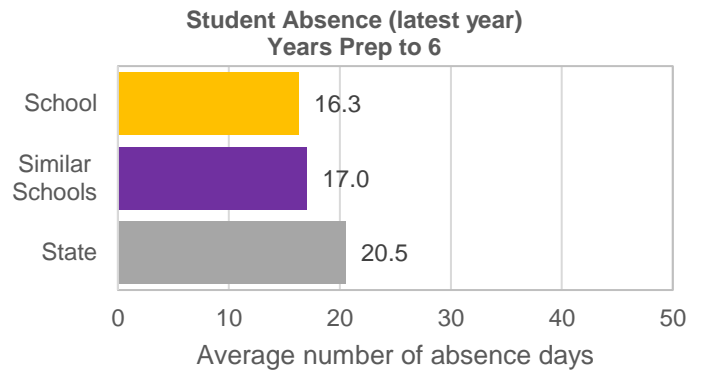
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

Student Absence Years Prep to 6

| | Latest year (2023) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 16.3 | 13.6 |
| Similar Schools average: | 17.0 | 14.2 |
| State average: | 20.5 | 18.1 |



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2023): | 92% | 91% | 91% | 93% | 92% | 92% | 91% |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$6,184,441 |
| Government Provided DET Grants | \$569,181 |
| Government Grants Commonwealth | \$0 |
| Government Grants State | \$0 |
| Revenue Other | \$82,981 |
| Locally Raised Funds | \$730,654 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$7,567,256 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$56,081 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$56,081 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$5,776,821 |
| Adjustments | \$0 |
| Books & Publications | \$1,208 |
| Camps/Excursions/Activities | \$162,790 |
| Communication Costs | \$5,976 |
| Consumables | \$118,889 |
| Miscellaneous Expense ³ | \$40,247 |
| Professional Development | \$15,068 |
| Equipment/Maintenance/Hire | \$104,672 |
| Property Services | \$71,395 |
| Salaries & Allowances ⁴ | \$414,228 |
| Support Services | \$225,358 |
| Trading & Fundraising | \$21,594 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$46,321 |
| Total Operating Expenditure | \$7,004,568 |
| Net Operating Surplus/-Deficit | \$562,688 |
| Asset Acquisitions | \$120,098 |

- (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 17 Feb 2024 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 2023

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$536,823 |
| Official Account | \$25,846 |
| Other Accounts | \$0 |
| Total Funds Available | \$562,669 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$195,264 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$0 |
| School Based Programs | \$220,000 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$5,000 |
| Capital - Buildings/Grounds < 12 months | \$90,000 |
| Maintenance - Buildings/Grounds < 12 months | \$235,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$745,264 |

All funds received from the Department of Education, 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.