

2022 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).
- 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 of the previous calendar year 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 23 March 2023 at 09:34 PM by Brendan Millar (Principal)

- This 2022 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 29 March 2023 at 03:01 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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

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.

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.

'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.

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 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').

About Our School

School context

At Footscray West we value our school community and strive to work cooperatively in an inclusive and supportive manner. Our school motto, 'Learning for Life' is a cornerstone to an approach that fosters skill, knowledge, perseverance and resilience.

Our Agreements, values, principles, and processes encourage a positive and respectful culture within our school community. All grades use the five core Agreements to create a positive classroom environment and to encourage the development of each child's knowledge, skills, and resilience.

Our school values; Mutual Respect, Appreciations/No Put Downs, Attentive Listening, Personal Best, The Right to Participate/Right to Pass have been a key component and driver of the collaborative and positive environment that has been a feature at FWPS for many years.

The community demographic continues to gentrify. Our Student Family Occupation and Education index (SFOE) is in the Low band (0.1910), indicating a low level of socio-educational disadvantage. We are fortunate to be a part of a community that embraces diversity, inclusion and respect for others.

Our school has continued to grow steadily over the last decade, reaching a peak of 700 students as measured for the 2020 February census. Due to the pressures of continued lockdowns and reduced affordability of inner city living, we found we had an adjustment, with approximately 40 students moving from the area and school during that year. In 2021 and 2022 while prep numbers have remained fairly consistent, our enrolments have steadied at around 675 students.

Our teaching and support staff composition in 2022 consisted of: 1 x Principal, 2 x Assistant Principals forming the executive. Our School Improvement Team consisted of the executive and 3 other senior teachers (2 x Leading Teachers and 1 x Learning Specialist). These team members (along with our 1 x K-P coordinator) combined teaching their classes in partnership with others, along with discharging additional leadership roles with a focus on student support for learning and wellbeing. In addition, leadership of teaching and learning was also provided via our 7 instructional leaders, who provided team leadership with the support of the members of the School Improvement Team within our developing Professional Learning Communities.

In 2022 there were 28 classrooms (24 were equivalent full time [EFT] and 4 were shared as stated above). There were 10 Specialist teachers, providing programs of 1.2 EFT in Physical Education/Sport, Performing Arts, Visual Art, Italian language and Music. In addition we continued to support the Department of Education Tutor Learning Initiative (TLI) that balanced out at 1.5 EFT over the year, supporting students in mathematics and literacy who had experienced learning challenges, with particular focus on those whose learning was most impacted by the pandemic.

Education support staff provided vital support within administration, classrooms, specialist, wellbeing, OHS and maintenance roles. In 2022 this was made up of 2 fulltime and 2 x .70 part time administration staff, 1 x .78 school nurse, 1 x .5 maintenance, 1 x .5 wellbeing, 1 x .5 library, 1 x .4 Orchard to Plate program, 1 x 1.0 classroom based ES, 1 x .78 classroom based ES, 2 x .71 classroom based ES, 1 x .63 classroom based ES, 1 x .47 classroom based ES and 1 x .2 OHS consultant.

We fully utilised our buildings and grounds providing for our 28 classes and 5 specialist programs, as well as play spaces and a lunchtime clubs program with a focus on students wellbeing with our 'Get Your Move On' and calm club initiatives.

We partner with Their Care to provide a before and after school care and holiday program. This is provided in the Emu Corner space, a building that also is used for our specialist Performing Arts program. The school grounds and Gecko gymnasium building are also utilised to provide space for the program. The Gecko building also houses the canteen. This is also an outsourced service that provides lunch orders through an online booking service Wed to Fri of each week. We were pleased in 2022 to receive confirmation that the State Government will provide funding for a replacement, full size gymnasium in the 2023 State Budget.

Progress towards strategic goals, student outcomes and student engagement

Learning

The strategic focus for FWPS in 2022 was provided by the pre pandemic School Strategic Plan (2019 - 2022) along with the highly modified 2022 Annual Implementation Plan that took into account the many challenges borne of COVID lockdowns and limitations.

2022 Priorities Goal

Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we continued to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with The Framework for Improving Student Outcomes 2.0.

2022 provided challenges and opportunities after 2 years of disrupted school life due to repeated, extended lockdowns. We were pleased to face the prospect of a return to onsite schooling which nevertheless was affected by a very significant increase in absentee rates for students and staff that was beyond our control.

NAPLAN achievement was generally positive as compared to 'similar' schools and state averages.

In Reading at Year 3, our School percentage of students in the top three bands at 87.4% was consistent with our schools' 4 year average and nearly identical to our 'similar' schools' figure of 87.5%. This score was in excess of 10 percentage points above the state average.

In Year 5 Reading, while overall scores were slightly lower than the grade 3s, the situation was similar, with our school percentage of students in the top three bands at 83.3%, similar to our schools' 4 year average of 83%. This compared favourably with 'similar' schools 2022 figure and 4 year average at 81% and 80.8% respectively. Again with a positive differential of 13.1%, we were clearly in advance of the state average.

Numeracy scores for grade 3s were incrementally favourable, with 2022 figures for school percent of students in the top three bands at 79.4% against a 4 year average of 78.4%. Results indicated FWPS had comparable figures with 'similar' schools of 78.4% and a significantly stronger performance against a state average of 64%.

The Year 5 Numeracy scores however caused pause for consideration, as our schools' percentage of students in the top three bands dipped to 65.1% against a 4 year average of 71.1%. Noted, our 'similar' schools figure also dropped to 67.2% against a 4 year average of 72.1%. Positively, these figures were significantly higher than the state average of 54.2% and 4 year average of 58.8%. A cohort of students at this level were identified prior to NAPLAN through our own school data sets. These students had begun to receive an intensive TLI (Tutor Learning Initiative) program where key growth point/ concept understandings were tracked. This continued throughout the 2022 year, with most students involved in this program demonstrating significant gains. Maths will again be a school priority for the 2023 school year.

Wellbeing

As we experienced our first full year of on-site learning after COVID lockdown restrictions, the key focus of the Child Safety and Wellbeing Team was to rebuild relationships and connectedness to school. The implementation of our schoolwide Tribes process and Respectful Relationships program helped us to re-establish the school setting as a safe space for students, allowing them to flourish and enjoy the social aspect of learning in a classroom setting for an extended timeframe.

At a 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.

Whilst many students transitioned back to school with ease, we recognised very early on, the social emotional needs of a number of our students and the support required by families was significantly magnified. As teachers were the first point of contact for students who were experiencing a myriad of challenges, particularly around anxiety, depression, dysregulation and family issues, teachers in caring for their students, were challenged in coping with the weight of need. The Child Safety and Wellbeing Team were also left facing challenges well beyond the purview of those in the field of education. Where previously, there existed a distinct delineation between the role of counsellors and other health professionals and that of teachers / principal class members, the need to step out of our lane and provide a stopgap for families seeking professional health support as they faced long waitlist times became more and more apparent.

As a direct result of this landscape, an action plan was developed using the BeYou and SafeMinds resources with three key goals:

- 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.
- to upskill 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.
- to use 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.

As a result of this, staff have commenced working with our Student Wellbeing Officer using the BeYou resources to support wellbeing. Our CS & Wellbeing team attended professional learning offered by SafeMinds and implemented these strategies to build the capacity of our staff and to support our students and their families. Focus group sessions were implemented targeting cohorts of need.

Two key measures from the student Attitudes to School Survey (AtoSS) provided us with key measures to track the wellbeing of our students. In 2022, the Sense of Connectedness measure saw 77.9% of students provide positive endorsement. This was slightly above the similar schools average of 76.9% and our own 4 year average of 76.8%, but slightly below the statewide average of 78.1%. It was also an improvement from the 73% positive endorsement from the 2021 AtoSS results. Another key measure, the Management of Bullying, saw 77.8% of students provide positive endorsement. This was slightly above the like schools average of 74.9%, state average of 75.8% and our own 4 year average of 76.6%. This demonstrated an upward trend in both factors when compared to our 2021 data sets. This was also an improvement of our own 71% positive endorsement from the 2021 AtoSS result.

Engagement

A full time return to onsite learning was the preferred state for the majority of students, staff, parents and carers. However, there was a small number of students and families whose concerns with catching COVID proved a strong disincentive to return. The high number of COVID cases at school at times during the year further exacerbated these concerns. In 2022 our school number of absence days (average number of days absent in a school year) increased very markedly, from a 4 year average of 12.8 days, to a figure of 21.7 days. This was slightly higher than 'similar' schools (19.9 days) but still lower than the state average (23.3 days).

Our 4 year average figure of 12.8 days was lower than both 'similar' schools (13.5) and the state average (17 days), therefore our increase in absenteeism was notably higher in 2022 than our comparison groups.

A significant impact to our data was the number of students absent from school due to families seeking to go on holiday during the school term and also the continued recommended isolation periods for students with Covid.

Financial performance

In 2022 we made significant financial commitment beyond our current funding base to meet the unprecedented needs of our students, staff and community.

With greater staff absenteeism than we have ever experienced due to mandatory Covid isolation requirements,, our relief teaching costs were \$110,000 over our pre-Covid figures.

Equity funding in excess of \$50,000 was used for the implementation of the Little Learners Love Literacy structure synthetic phonics program in Years Prep and One. This will enhance the success of our students as readers and assist with the early identification of students experiencing reading challenges.

In receiving an allocation of funds for the staffing of our TLI (Tutor Learning Initiative), we made the decision to further support our students by adding additional school funds (approx \$25,000) to enable an extra part-time tutor to be employed.

Significant facilities resource expenditure was directed towards the completion of our extensive solar array on the roof of the Dingo and Bilby buildings. Two classrooms in the Koala building were re-roofed and we installed an extensive outdoor CCTV system.

Our Parent Association was active with fundraising activities including stalls for Mothers, Fathers and Special Personsour , the Democracy sausage' sizzle for the election and the ever popular FWPS beanies. It was also wonderful to be able to reinstate our evening discos for both the junior and senior school.

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 – contacted Premier waste – new contract needs to be signed

PSW school uniforms – meeting with NH from PSW extension for further 2 years, June 2024

Soundgarage – music school 2023

Musical Futures – December 2025

Lunchbox – canteen – 2024

TheirCare – July 2023

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 671 students were enrolled at this school in 2022, 310 female and 361 male.

14 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).

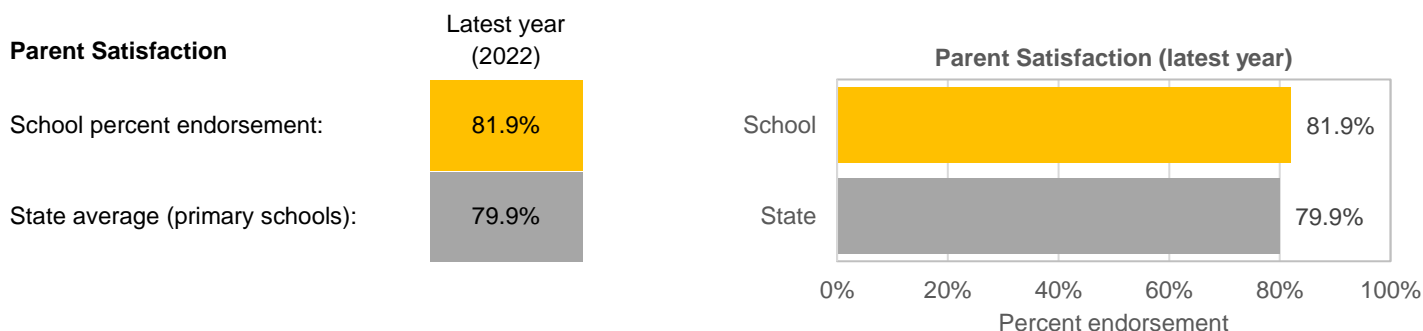
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

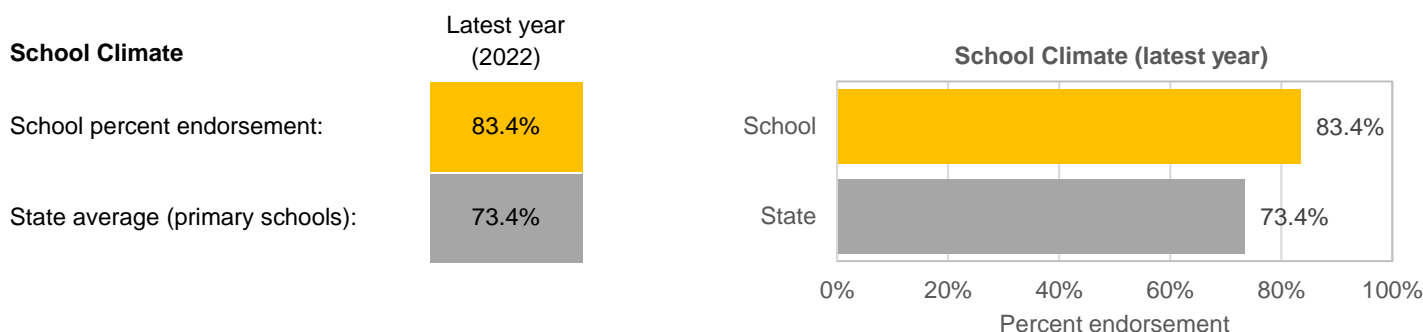


School Staff Survey

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.



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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

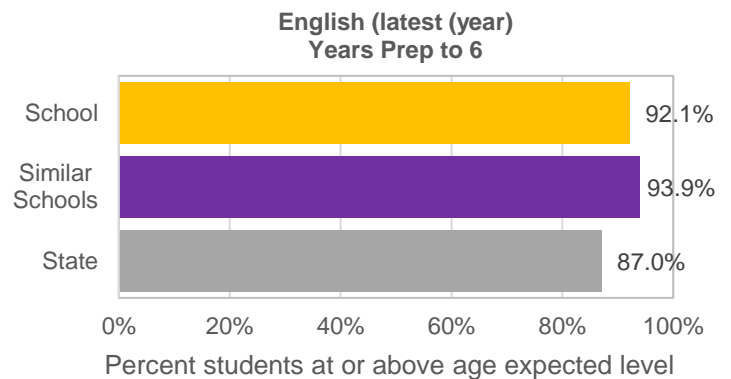
92.1%

Similar Schools average:

93.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

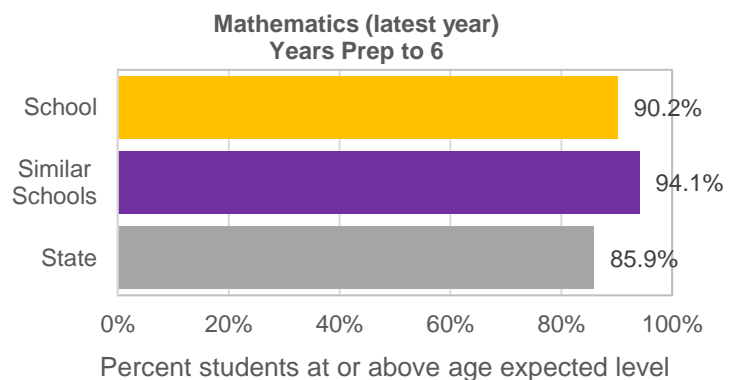
90.2%

Similar Schools average:

94.1%

State average:

85.9%



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.

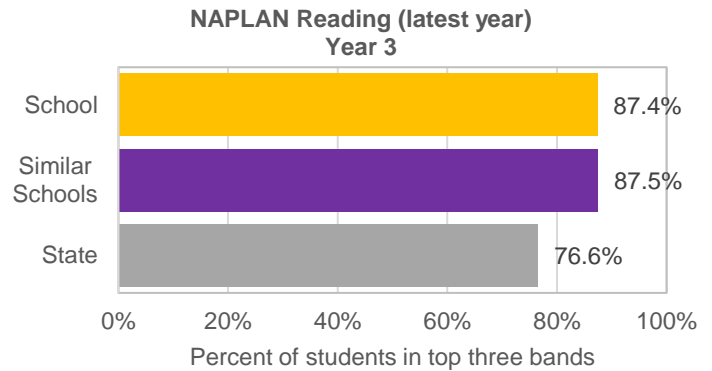
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

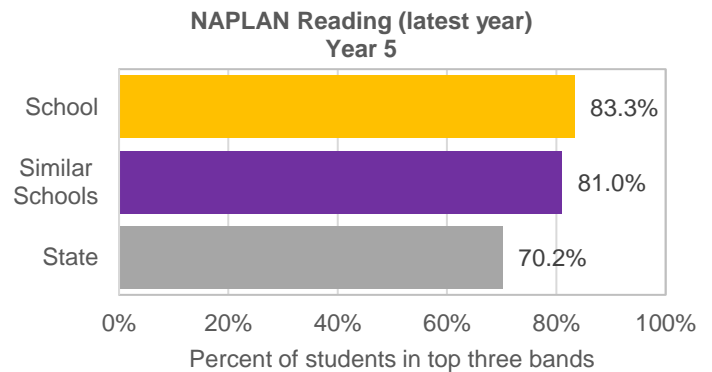
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.4%	86.6%
Similar Schools average:	87.5%	87.8%
State average:	76.6%	76.6%



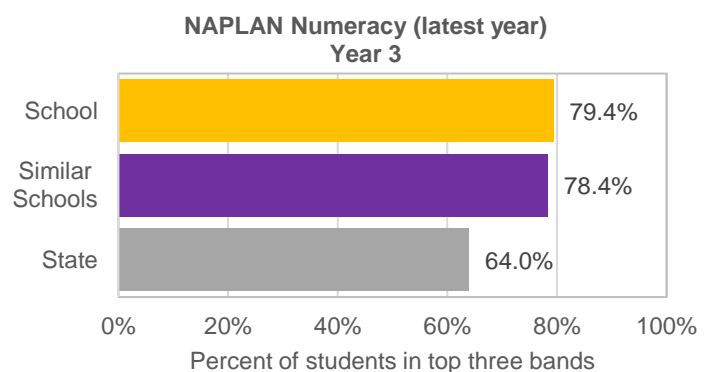
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.3%	83.0%
Similar Schools average:	81.0%	80.8%
State average:	70.2%	69.5%



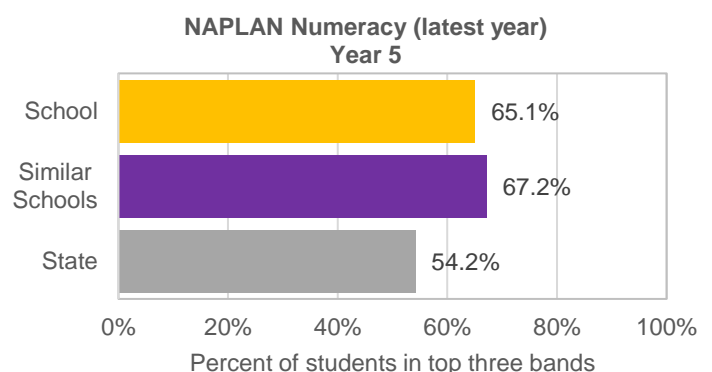
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.4%	78.4%
Similar Schools average:	78.4%	80.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.1%	71.1%
Similar Schools average:	67.2%	72.1%
State average:	54.2%	58.8%



WELLBEING

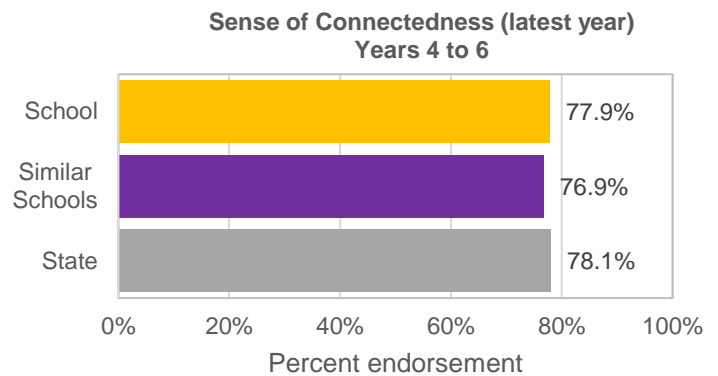
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	77.9%	76.8%
Similar Schools average:	76.9%	79.0%
State average:	78.1%	79.5%

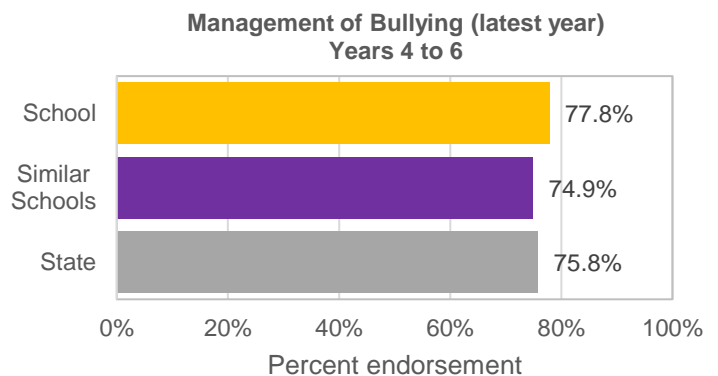


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	77.8%	76.6%
Similar Schools average:	74.9%	77.9%
State average:	75.8%	78.3%



ENGAGEMENT

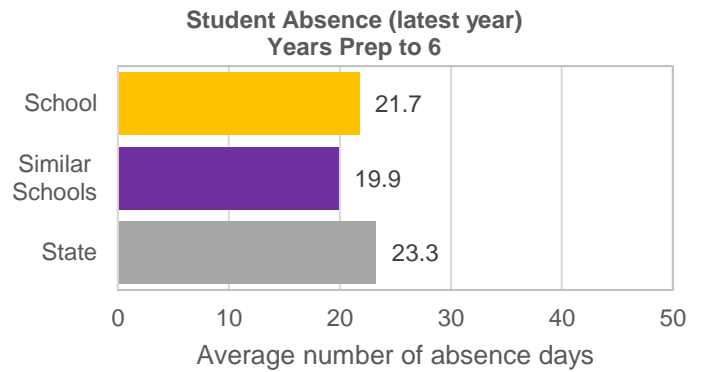
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	21.7	12.8
Similar Schools average:	19.9	13.5
State average:	23.3	17.0



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 (2022):	90%	89%	90%	89%	89%	89%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$5,598,263
Government Provided DET Grants	\$531,969
Government Grants Commonwealth	\$1,700
Government Grants State	\$20,000
Revenue Other	\$37,801
Locally Raised Funds	\$788,276
Capital Grants	\$0
Total Operating Revenue	\$6,978,010

Equity ¹	Actual
Equity (Social Disadvantage)	\$51,868
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$51,868

Expenditure	Actual
Student Resource Package ²	\$5,525,440
Adjustments	\$0
Books & Publications	\$16,177
Camps/Excursions/Activities	\$222,681
Communication Costs	\$6,242
Consumables	\$141,946
Miscellaneous Expense ³	\$78,580
Professional Development	\$10,635
Equipment/Maintenance/Hire	\$115,435
Property Services	\$86,312
Salaries & Allowances ⁴	\$113,132
Support Services	\$580,893
Trading & Fundraising	\$25,785
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$25
Utilities	\$61,770
Total Operating Expenditure	\$6,985,056
Net Operating Surplus/-Deficit	(\$7,046)
Asset Acquisitions	\$215,896

(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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$536,928
Official Account	\$11,597
Other Accounts	\$1,229
Total Funds Available	\$549,755

Financial Commitments	Actual
Operating Reserve	\$232,736
Other Recurrent Expenditure	(\$60)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$423,980
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$182,000
Maintenance - Buildings/Grounds < 12 months	\$288,487
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,127,143

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.