

# 2024 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 18 March 2025 at 08:36 AM by Brendan Millar (Principal)

- As executive officer of the school council, I attest that this 2024 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 14 May 2025 at 08:55 AM by Brendan Millar (Principal)

# 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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### School context

Footscray West Primary School has had a central role within the West Footscray community for 110 years. We continue to strive to provide a rich and balanced education, utilising our schools' facilities to assist learning and play.

Located approximately 9km from the Melbourne CBD, in the inner western suburb of West Footscray, the school caters for students from Prep to Year 6. An SFOE of 0.1822, places Footscray West Primary School in the low band. A 'Low' band represents a low level of socio-educational disadvantage. In 2024, there were 77 students enrolled with English as an Additional Language.

Our new school Vision and Values were launched in 2024 after significant school community consultation. These align with our school's current strategic direction and the values of our wider school community.

Our Vision, 'Working together to create a better world', captures our sense of being at the centre of our world whilst considering our individual and shared responsibilities from a local and global perspective.

We have actively engaged and promoted our new values: Belonging, Respect, Resilience and Responsibility in everything we do at FWPS.

We actively support the adoption of our values by:

- Developing meaningful and respectful relationship and connections
- Modeling and demonstrating kindness
- Harnessing our wonder and curiosity to expand our knowledge and understanding
- Promoting excellence through effort, determination and achievement
- Instilling a strong sense of self
- Encouraging reflection, heartfelt gratitude and the expression of genuine appreciation of others

Our whole-school Vision and Values launch day heralded the official start of this revised approach.

From a recent peak of 700 students in 2020, our school enrolment dropped to around 660 students following successive Covid lockdowns before steadying to around 675 students in the subsequent years. In 2024 our census figure was 672 students which were placed in 29 classes across the school. This maximised the use of classroom and specialist learning spaces for our specialist programs; Physical Education, Visual Art, Music, Performing Art, Italian, Library and Social Skills whilst the physical use of the Gecko Building was fully available until the last two weeks of the year.

Our community approach is enhanced through the positive relationship we have with our Parents' Association who work closely with the school's leadership team and have membership on our School Council. There are many opportunities for families to feel part of the wider school community through a range of loved school events, such as the Special Persons' Day stalls,

parent/carer welcome events and fundraising opportunities, such as the annual Easter Raffle and Trivia Night.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

Building on the goal of maximising learning growth of all students in literacy and numeracy, during the second year of our Strategic Plan we focused on expanding our structured literacy approach. This included the continued implementation of The Little Learners Love Literacy systematic synthetic phonics program in our junior school (Years Prep, One and Two), as well as a structured phonics and phonological awareness focus alongside the use of decodable texts in the middle and senior school years, where required. This complemented our ongoing work around oral language, vocabulary development, fluency, morphology, syntax and comprehension. The use of The Writing Revolution evidence-based strategies supported students to develop as writers who can produce clear, coherent, unified, and structured texts.

In Numeracy, refining of the instructional model led to a greater focus on retention and recall, starting with the introduction of a numeracy Daily Review to enhance key maths concepts and to encourage frequent core knowledge practice. The Numeracy Scope and Sequence was completed and implemented by staff, based on the Victorian Curriculum for Maths 2.0. Three numeracy class based coaches were appointed to assist staff in strengthening their implementation of the Teach part of the lesson with a focus on Explicit Teaching (I do, we do, you do).

Across the school, teacher judgements of student achievement in relation to the Victorian Curriculum showed that in English from Prep to Year 6, 93.4% of our students were rated as achieving at or above the expected age standards. This is comparable to the Similar School average and significantly higher than the State average.

NAPLAN results for Reading in both Year 3 and Year 5 follow a similar pattern, with results for Strong or Exceeding achievement being equal to or above Similar Schools and significantly higher than the State average.

In Mathematics, Teacher Judgement of Numeracy at or above the age expected standard was at 90.4% across the school. Our teacher judgement is slightly lower than the Similar Schools figure but above the State average.

NAPLAN results for Numeracy in Year 3 and Year 5 contradict the teacher judgement result; with both Year 3 comparable and Year 5 higher to similar schools and significantly higher than the state average.

### Wellbeing

In 2024, the The Berry Street Education Model (BSEM) was introduced at Footscray West PS with

the first two of four whole-school training days. The remaining two days will be completed by staff in 2025. The BSEM was selected as a Tier 1 wellbeing approach to complement our existing success with the Resilience, Rights and Respectful Relationships program as well as Consent Education. BSEM aligns with the values of our school, and the trauma-informed approach allows educators to create a safer, more supportive environment that promotes student well-being and academic success. The approach to engaging in whole-school curriculum days across two terms ensured staff had the opportunity to embed new learning prior to being provided with additional steps to integrate. We were aware that only through a committed and well resourced whole school approach, would we be able to embed BSEM as deeply into the fabric of our school community as Tribes had been for the previous two decades. Funding in the Mental Health Menu was utilised for the The Berry Street Education Model (BSEM) training.

Co-leading the implementation of the Berry Street Education Model (BSEM) across the school was our Mental Health and Wellbeing Leader (MHWL), whose role was introduced at the start of 2024. The MHWL worked alongside our Wellbeing Learning Specialist for this process.

2024 was the second year of our work under the new Disability Inclusion model, and the year saw significant success in achieving Tier 3 funding of numerous students. Our professional learning also included a strong focus on building staff knowledge and capacity to provide universal adjustments for Tier 1 and 2 students, alongside the adjustments for Tier 3 students. Tier 2 funding provided for staffing to deliver this training and to work alongside staff with these adjustments. Social skills and wellbeing intervention programs were conducted to support our Tier 2 and 3 students.

Results for the two wellbeing data factors from the Student Attitudes to School survey (Sense of Connectedness and Management of Bullying) indicate that Footscray West PS is performing below both Similar Schools and the State average, despite significant attention in 2024. These will remain key areas of focus in 2025 and student forums at the end of 2024 provided insight into the specific areas for the Wellbeing Team and staff to target.

## Engagement

In 2024, we had an average of 18.3 absence days for each child across all year levels. This is an increase on the 4-year average of 16.3 days, noting the 4-year average may present inconsistencies due to absence recording during COVID lockdowns. Our school figure for student absences was comparable to Similar Schools (18.4 days) and well below the State average of 21.8 days.

Where students have been absent, the Wellbeing and Administration teams work collaboratively to ensure that every absence is accounted for and explained. Longer term absences are investigated and families supported if the student absence is related to issues the school can assist with.

In 2024, FWPS had a figure of 30% of students absent (for all reasons) for 20+ days. This compares as slightly stronger than Similar schools (33%) and Network schools (31%) and markedly stronger compared to the State schools average (39%). In addition, FWPS experienced 38% students absent for between 10 and 19.5 days and 31% of students absent for less than 9.5 days.

Through the introduction of The Berry Street Education Model in 2024, we have initiated a new whole school approach to building a caring community. This has been coupled with the

development of new vision and values to provide a simple and effective framework to enable a fair and consistent approach for all.

Through Year 1 to Year 6 student leadership opportunities, including Junior School Council, Marrung indigenous cultural leaders, the Environment team and Year 6 captaincy leaders, there is widespread opportunity for students to engage in events and cultural experiences. Each group is supported by staff leaders and have regular opportunities to develop ideas from initiation to culmination.

Lunch time clubs provide daily opportunities for students to engage in a variety of interests and help students who may need assistance in developing relationships through shared interests.

## Financial performance

In 2024, 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 approximately \$250,000 over our projected budget of \$255,000. Equity funding of approximately \$33,000 contributed to three staff members being allocated duties out of the classroom to drive teaching and learning through the PLC model. Disability Inclusion funding was allocated towards one full-time staff member and one part-time staff member to work with students with additional needs, and to apply for Tier 3 funding and access resources. The Mental Health in Schools program funding (MHiPs) was allocated against a teacher who was out of the classroom 80% of their time fraction, working with the Wellbeing team to support our students. Receiving an allocation of funds for the staffing of our TLI (Tutor Learning Initiative) allowed us to have a staff member part time working on Literacy and Numeracy intervention with the students.

Our Parent Association was active, with fundraising activities including Mother's, Father's and Special Person's stalls, and second-hand uniform sales. We also outsourced our OSHC program, who hire the facilities and provide a significant licence fee to the benefit of the school.

FWPS have contracts with the following organisations: Premier Waste (waste collection and sanitation), PSW (school uniforms), Soundgarage (user-pays music program), Musical Futures (in-school music program) and TheirCare (OSHC 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 672 students were enrolled at this school in 2024, 313 female and 359 male.

15 percent of students had English as an additional language and 1 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).

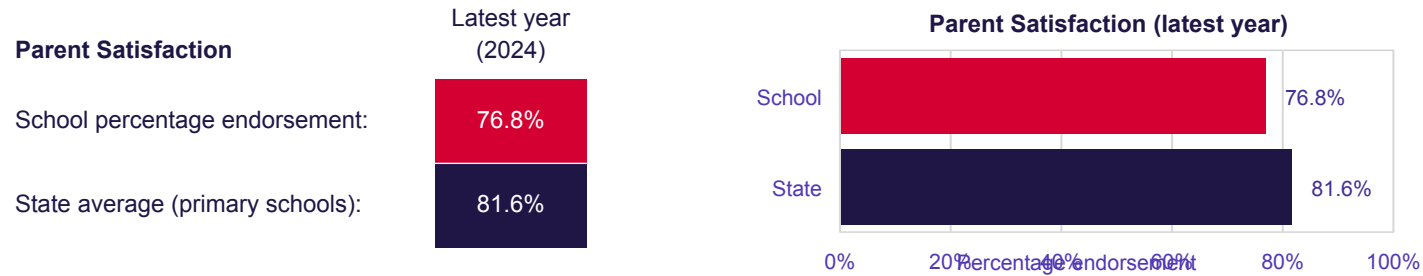
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

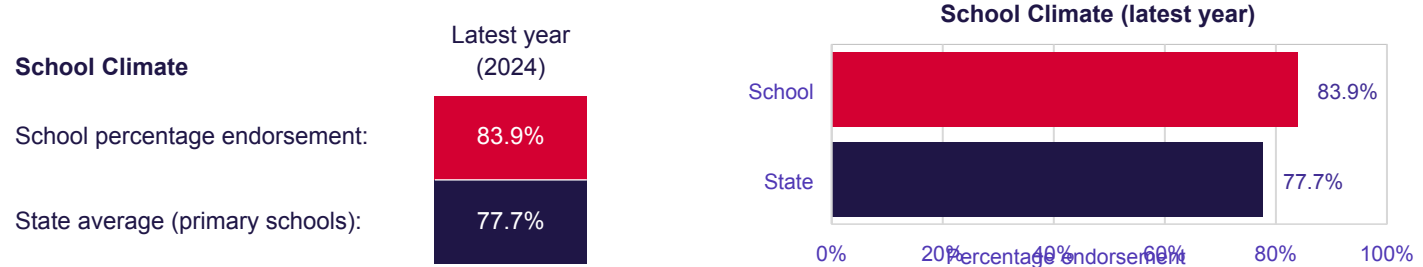


School Staff Survey

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.

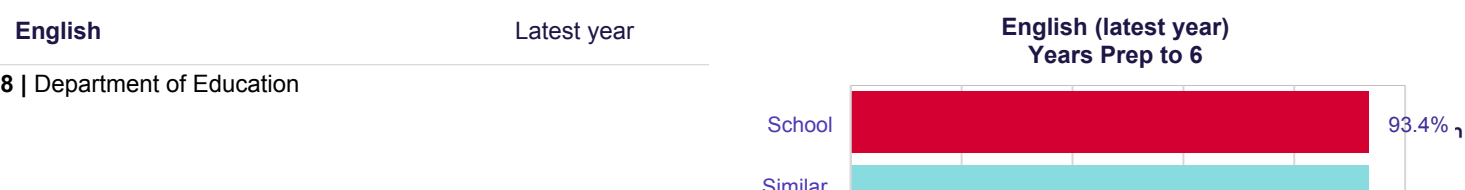


LEARNING

**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

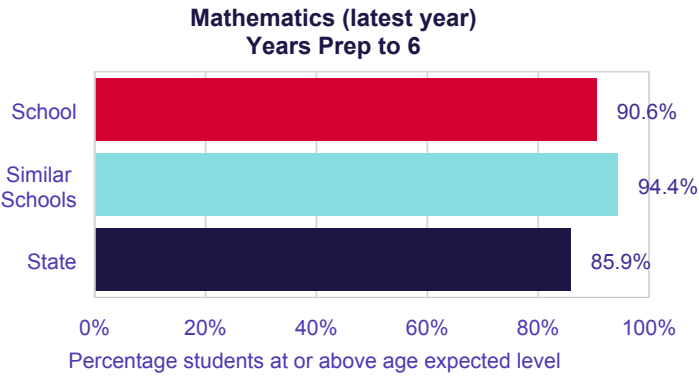
Percentage of students working at or above age expected standards in English and Mathematics.





Years Prep to 6	(2024)
School percentage of students at or above age expected standards:	93.4%
Similar Schools average:	93.5%
State average:	86.4%

Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	90.6%
Similar Schools average:	94.4%
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.

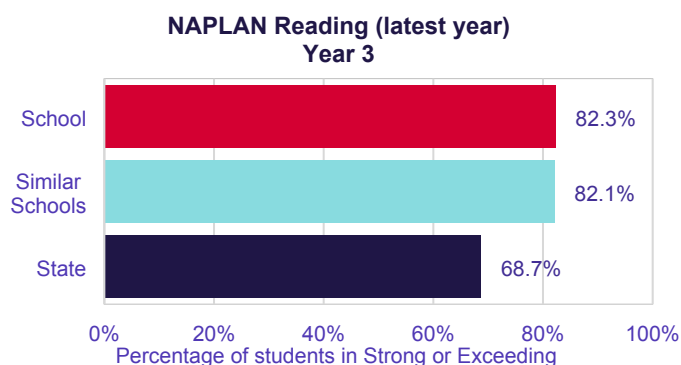
### NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

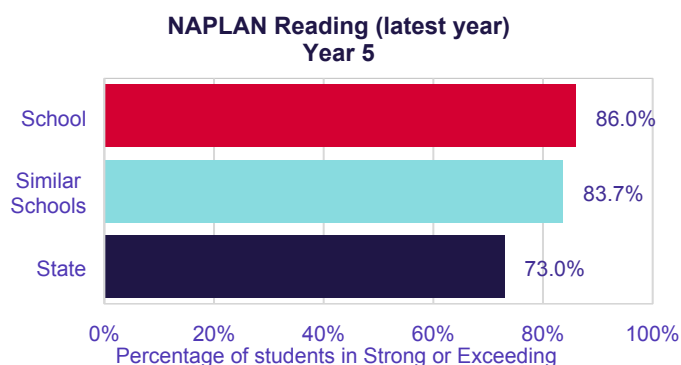
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.3%	83.2%
Similar Schools average:	82.1%	82.4%
State average:	68.7%	69.2%



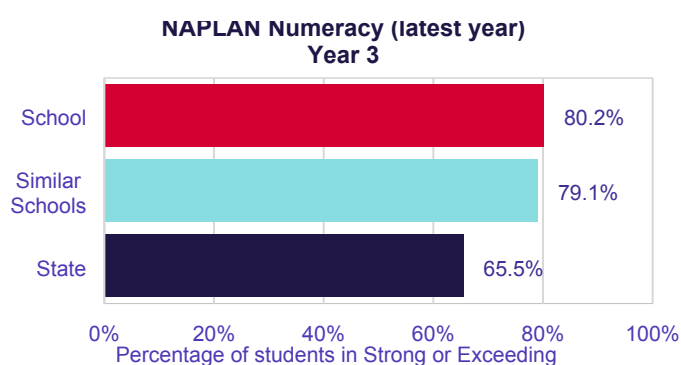
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	86.0%	87.4%
Similar Schools average:	83.7%	86.0%
State average:	73.0%	75.0%



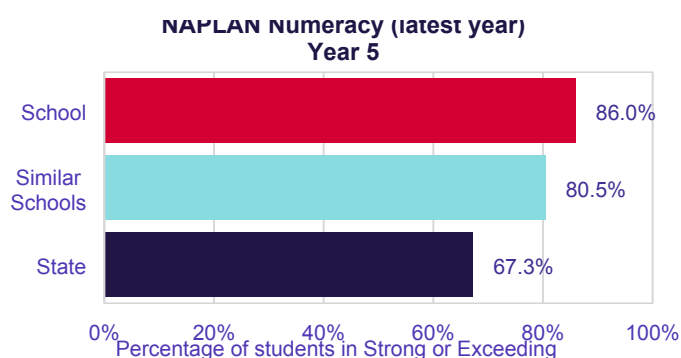
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.2%	79.8%
Similar Schools average:	79.1%	80.5%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	86.0%	85.8%
Similar Schools average:	80.5%	81.4%
State average:	67.3%	67.6%



## 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.

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

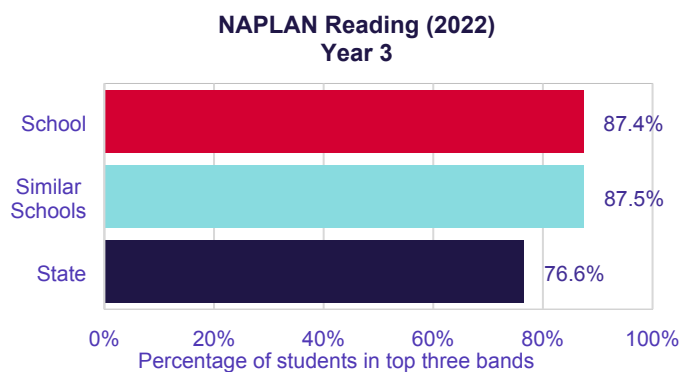
87.4%

Similar Schools average:

87.5%

State average:

76.6%



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

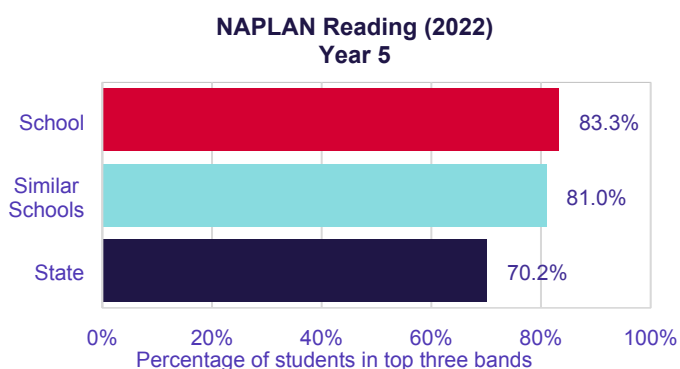
83.3%

Similar Schools average:

81.0%

State average:

70.2%



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

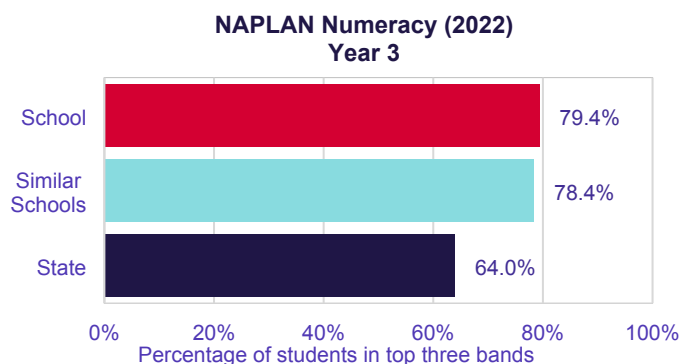
79.4%

Similar Schools average:

78.4%

State average:

64.0%



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

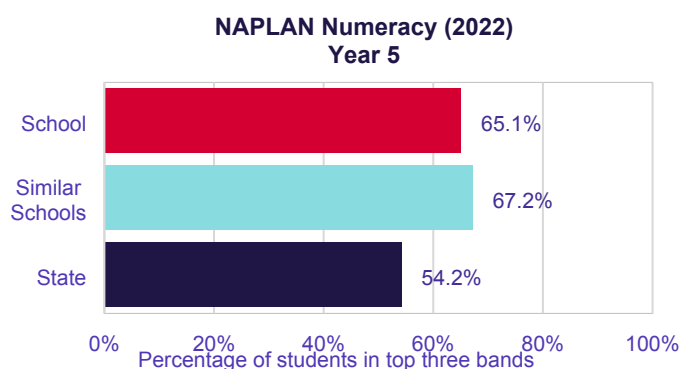
65.1%

Similar Schools average:

67.2%

State average:

54.2%



## WELLBEING

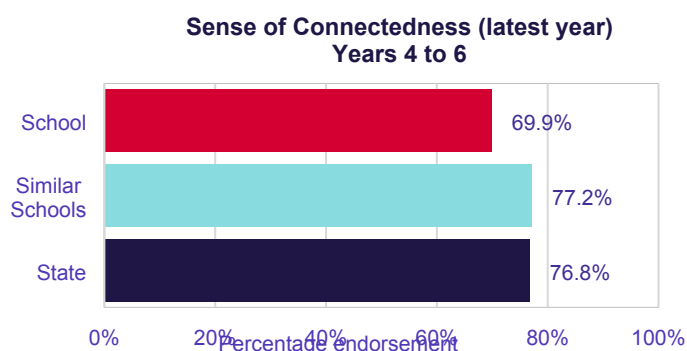
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2024)	4-year average
School percentage endorsement:	69.9%	73.7%
Similar Schools average:	77.2%	77.5%
State average:	76.8%	77.9%

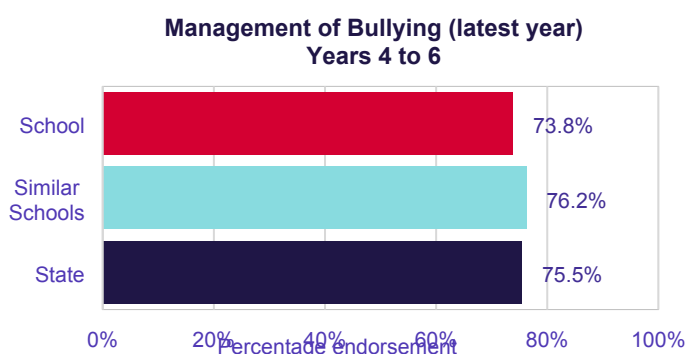


### Student Attitudes to School – Management of Bullying

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 (2024)	4-year average
School percentage endorsement:	73.8%	74.6%
Similar Schools average:	76.2%	75.9%
State average:	75.5%	76.3%

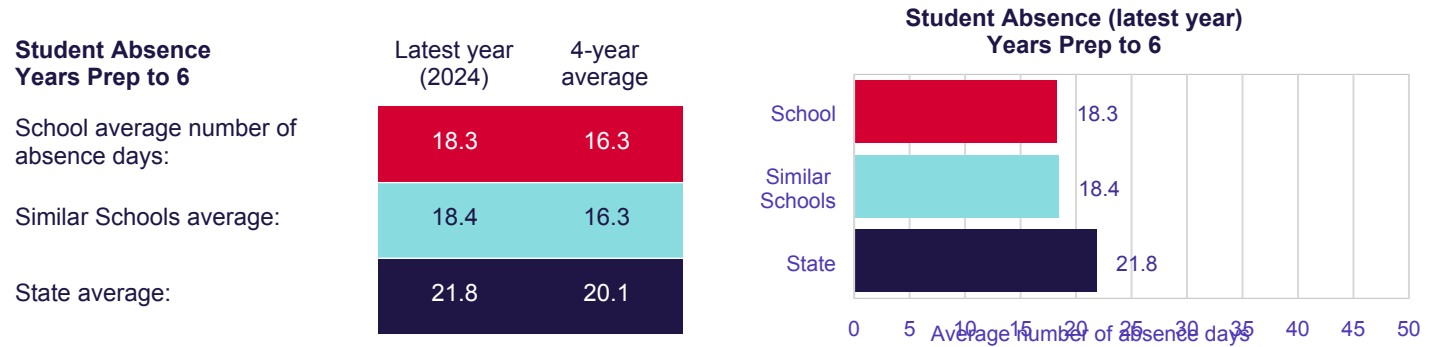


ENGAGEMENT

**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.



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 (2024):	93%	92%	90%	90%	91%	91%	89%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$6,382,746
Government Provided DET Grants	\$1,190,717
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$95,299
Locally Raised Funds	\$611,274
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$8,280,036</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$64,630
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$64,630</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,052,863
Adjustments	\$0
Books & Publications	\$2,801
Camps/Excursions/Activities	\$177,521
Communication Costs	\$8,728
Consumables	\$144,406
Miscellaneous Expense <sup>3</sup>	\$25,874
Professional Development	\$26,023
Equipment/Maintenance/Hire	\$53,615
Property Services	\$90,251
Salaries & Allowances <sup>4</sup>	\$463,416
Support Services	\$173,761
Trading & Fundraising	\$18,336
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$84
Utilities	\$40,245
<b>Total Operating Expenditure</b>	<b>\$7,277,924</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,002,112</b>
<b>Asset Acquisitions</b>	<b>\$17,527</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 16 Feb 2025 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 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,459,819
Official Account	\$35,158
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,494,977</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$205,623
Other Recurrent Expenditure	\$3,248
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$191,147
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$3,000
Capital - Buildings/Grounds < 12 months	\$398,343
Maintenance - Buildings/Grounds < 12 months	\$246,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,047,362</b>

*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.*