

# 2023 Annual Report to the School Community

School Name: Footscray City Primary School (1912)



- 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 29 April 2024 at 11:03 AM by Jessie Hand (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 29 April 2024 at 03:34 PM by Angela Glover (School Council President)

# How to read the Annual Report

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## 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.

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

The Performance Summary includes the following:

### School Profile

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

### 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').

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## 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

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## School context

At Footscray City Primary School we pride ourselves on being a community of highly engaged learners, children and adults alike. Our staff are motivated to make a difference in the lives of our students, consistent with our School Mission Statement that we are 'future making for every child so that they are learning to learn, learning to thrive and learning to contribute.' It is our School Vision that students will 'possess the skills, knowledge and ways of thinking that enable them to embrace learning, respond to challenges and thrive as active members of the community.'

Our school values underpin our approaches to learning and relationships, and were developed in collaboration with our students, parents and staff. At Footscray City Primary School we are a diverse and inclusive COMMUNITY who value taking RESPONSIBILITY for our learning and our impact on ourselves, others and our environment, thinking and acting with KINDNESS which means we are friendly towards others and considerate of their feelings, and demonstrating RESILIENCE by persisting and being courageous when faced with challenges in our learning and relationships.

Footscray City Primary School (FCPS) is a Foundation to year 6 school established in 1877 in the inner west suburb of Footscray, in the City of Maribyrnong, seven kilometres from central Melbourne. The school is located next to the City of Maribyrnong Council Offices and is four hundred metres south of the Footscray railway station. We are also a campus for the Western English Language School (WELS).

The school's long and rich history is reflected in its three buildings. The original 1877 Bluestone Building is now used for the Instrumental and Ensemble Music Program and the allocation of classroom spaces for the WELS. The 1910 brick building houses six classrooms and a large central area that allows for collaborative learning experiences and is home to the school library. The 1970's brick building houses the school's administration area, staff-room, art program, canteen, general purpose classrooms and a variety of offices and small group spaces. This building is in the process of undergoing refurbishment as part of a State Government funded Capital Works Program, which saw Stage 1 completed in term 4 of 2023. Stage 1 delivered two learning communities with 6 classrooms and 2 withdrawal areas, new toilets for students and staff, first aid room and administration offices, renovations to the existing Art Room, a new staff room and multiple meeting rooms as well as the installation of a lift and a 2nd floor storage space. The \$14.3 million project will conclude in 2024 with the completion of Stages 2 and 3 which will provide 4 new learning communities of 4 classrooms per community.

In recent years we have invested significantly in the enhancement of our school grounds, understanding the contribution this makes to student engagement and wellbeing, and an overall sense of pride in our school. Our grounds include a nature sensory play space at the entry on Hyde Street, two further nature sensory play spaces funded previously through an Inclusive Schools Grant, two playgrounds, synthetic turf soccer pitch, basketball and downball courts, a grassed area and Gymnasium.

The highlight in 2023 was the upgrading of one of the entry points to the Peppercorn Building and the resurfacing of pathways to the Peppercorn Playground. This saw new ramp entry installed and accessible surfaces added to support the inclusiveness of these areas for students, staff and community members with disabilities. This was funded through the Accessible Buildings Program (VSBA).

A total of 471 students were enrolled at this school in 2023, 223 female and 248 male. 13% of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander. Of the 471 student population, \*\* children were from overseas and enrolled as international students.

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education. Possible socio-economic band values are: Low, Low-Medium, Medium and High. The socio-economic band value of Footscray City Primary School in 2023 was LOW. That is, the rate of socio-economic disadvantage within our community is statistically low.

The 2023 workforce composition included 20 full-time teaching staff and 12 part-time teaching staff, 3 Education Support Staff in administrative roles two of whom work part-time, 2 Education Support staff in maintenance/grounds roles and 9 Education Support Staff in Classroom Assistant/Integration Aide roles. The leadership structure included Principal, two Assistant Principals (Foundation-2 and Years 3-6), 1 Learning Specialist and 3 Acting Learning Specialists (working across Foundation-2 and Years 3-6 sectors), a Mental Health and Wellbeing Coordinator (funded through the Mental Health in Primary School's Pilot Program) and a Student Engagement and Wellbeing Officer.

We are proud to be one of three schools involved in the Footscray Learning Precinct (FLP), a State Government initiative that sees us as collaborative partners with Footscray Primary School, Footscray High School and the Billy Button Children's Centre, as well as Maribyrnong City Council and Victoria University. Together we are striving to implement research based approaches to teaching, learning, collaboration and community partnerships so as to enhance learning outcomes for students and provide seamless transitions through all stages of learning.

### GENERAL SCHOOL SATISFACTION

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey is outlined in the School Performance Summary. The percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey. For 2023 we can see that our positive endorsement for General School Satisfaction was 80.6% which was below the State (82.8%) but we also know that our result was above that of similar schools on 79% which is an important reference point and pleasing result. Please note, this data comparison to similar schools is not available in the Annual Report School Performance Summary but is available in other school reports. This 2023 result of 80.6% is also a consistent result over the last 4 years.

### SCHOOL STAFF SURVEY - SCHOOL CLIMATE

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey, was 82% compared to the State Primary School average of 78.1% and our result also exceeded similar schools who had an average of 78%. This 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.

Particularly high scores in this section of the School Staff Survey were received in this section of the survey for collective focus on student learning (92%), collective responsibility (94%), guaranteed and viable curriculum (90%) and staff trust in colleagues (90%). We attribute this positive endorsement data to our culture, practices and processes which align with the Professional Learning Community (PLC) research and our rigorous approach to teacher recruitment, professional learning and retention.

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

### Learning

This section outlines how we have progressed our school improvement goals and supported improvement in student learning outcomes with a focus on English and Mathematics, and in reference to teacher judgement (Victorian Curriculum) and NAPLAN data.

#### ENGLISH

Our student learning outcomes in English as reflected in the Performance Summary within this Annual Report show us making progress towards our school improvement goals. It is important to note that our teacher judgements in English (a combination of results in Reading, Writing and Speaking/Listening) show that a greater number of our students from Prep-Year 6 were assessed as working above the minimum standard (89.5%) compared to that of the State (87.2%) and were slightly less than that of similar schools (94%). These results are based on evidence gathered through our learning programs and assessments, and they show alignment with our NAPLAN results.

It is important to note that our NAPLAN READING results in 2023 showed that we had:

- a greater percentage of Year 3 students perform in the 'Strong or Exceeding' proficiency levels (85.2%) than that of Similar Schools (83.8%) and the State (69.6%)
- a greater percentage of Year 5 students perform in the 'Strong or Exceeding' proficiency levels (91.3%) than that of Similar Schools (89.7%) and the State (76.9%)

We attribute these positive student learning outcomes to a range of school improvement initiatives, with 2022 seeing a particular focus on the following key improvement strategies as outlined in our Annual Implementation Plan:

1. Professional Learning Teams implemented learning cycles in reading using our Scope and Sequence documentation to set learning goals with students and to differentiate learning programs to target these goals particularly through improved guided practice and explicit instruction.
2. Tier 2 (small group and 1-1) reading intervention was implemented in 10 week learning cycles by our Intervention Teaching Team from Year 1 - Year 6. This was funded in part by the DE Tutor Learning Initiative. The intervention was mostly an in-class model where classroom and intervention teachers engaged in collaboration as they learnt together how to best respond to the needs of students at risk through small group targeted instruction.
3. Participation in the Victorian High Abilities Program (VHAP) for students identified by DE as working well above the expected level in English and this being incorporated into the differentiated learning program for these children. This program provision is designed to enrich the learning experiences of students and contribute to improved engagement in schooling.

To continue building towards high levels of student growth and achievement in English, the following priorities are outlined in our 2024 Annual Implementation Plan:

1. Continued teacher professional learning and collaboration on how to differentiate the learning programs to meet the needs of every student.
2. Continued delivery of intervention in reading through our Tiered Intervention Program, funded in part by the DE Tutor Learning Initiative.
3. Professional learning and collaboration for teachers in the area of writing and mathematics supported through professional learning programs delivered by internal instructional coaching and engagement in a learning series with consultant Misty Adoniou
4. The introduction of Little Learners Love Literacy (LLLL) as part of core Tier 1 intervention in the Foundation classroom programs and continued use of this program for Tier 2 intervention in classrooms from Year 1-6.

## **MATHEMATICS**

Our results in mathematics as detailed in the Performance Summary show greater variance between teacher judgements Prep-6 and NAPLAN results for Years 3 & 5 than for the same assessment measures in English. That is, our students performed better in the NAPLAN testing than compared to teacher judgements from classroom assessments.

Strong student learning outcome data is coming from our classroom programs, where 92.4% of our students in Prep-6 were judged as working at or above the expected level in mathematics compared to 86.4% for the State and 94.1% for similar schools. This judgement is based on ongoing monitoring/tracking of student learning growth by classroom teachers and analysis of formative and summative assessment tasks, and reflects strongly on the implementation of mathematics learning programs that align with the Victorian Curriculum.

Our NAPLAN results in Mathematics, unlike our NAPLAN results in English, do not align as clearly with our teacher judgement data and show our results in this testing program as lower than for those from classroom programs. However, it was very pleasing to see our Mathematics NAPLAN results for students in 'Strong or Exceeding' to have outperformed both Similar Schools and the State at Year 3 and Year 5. The details are:

- a greater percentage of Year 3 students performed in the 'Strong or Exceeding' proficiency levels (83.6%) than that of Similar Schools (81.6%) and the State (67.4%)
- a greater percentage of Year 5 students perform in the 'Strong or Exceeding' proficiency levels (86.8%) than that of Similar Schools (82.4%) and the State (67.9%)

The evidence of student growth and achievement in Mathematics based on these data sets have been attributed through our annual evaluation process to:

1. Mathematics learning cycles being conducted in Foundation-Year 6 and this forming part of teacher professional learning within Professional Learning Teams (PLTs) and coaching programs. All students demonstrated growth within these learning cycles (with the exception of students who were absent such as on family holidays) and the majority of students reached or exceeded their targets as set at the start of the cycle.
2. Those students who did not reach targets received further intervention and support within the classroom program through additional 1-1 teaching time and small group explicit instruction with their classroom teacher and/or Education Support staff.
3. As for English, we had students participate in the Victorian High Abilities Program (VHAP) who were identified by DE as working well above the expected level in Mathematics and this was incorporated into the differentiated learning program for these children. This program provision is designed to enrich the learning experiences of students and contribute to improved engagement in schooling.

### **The initiatives being implemented in 2024 to further build momentum in this area include:**

1. Curriculum documentation to be reviewed to include a scope and sequence for units within measurement/geometry and statistics/probability. This will be used to plan the yearly overviews and ensure that time is protected in learning programs for all areas of mathematics.
2. Mathematics Start Up Program developed and documented to inform learning programs, set up of learning environments and induction for new staff and teams
3. Coaching program that focuses on the quality/effectiveness of instructional practice and differentiation
4. A focus on the teaching of mathematical fluency and protecting time within the learning programs to explicitly teach these skills.
5. Engagement in professional learning with consultant Michael Ymer and instructional coaching/peer observation with experts within the school.

Overall, we note these pleasing academic learning outcomes as confirmation of the strategic decisions made to ensure momentum in our school improvement priority areas. In particular, this relates to the focus and provision of professional learning with internal instructional coaching and external consultants in the areas of English and Mathematics. School leaders have prioritised the funding and provision of research-based Literacy intervention programs for students identified as at risk. Priority has also been placed on the



development of an instructional coaching program that responds to the learning needs of students and prioritises the professional development and growth of teaching and education support staff.

## Wellbeing

The results outlined in the Performance Summary of the Annual Report refer to two sets of data from the 2023 Attitudes to School Survey, and compare our results to those of similar schools and the State.

We value student voice and agency as a platform for improving student engagement, wellbeing and quality instruction. The Department of Education (DE) conducts this annual survey to find out what children think of their school, which then assists schools to gain an understanding of students' perceptions and experience of school. Students are asked about their thoughts and feelings in relation to their school, their learning, peer and family relationships, resilience, bullying, mental health and wellbeing, physical activity, and life in general.

The results outlined in the Performance Summary of the Annual Report refer to 'Sense of connectedness' which comes from the social engagement domain of the AToSS. The questions in this section are designed to gather data on students' sense of belonging at their school given that research indicates this is a significant predictor of academic resilience. In this domain our results significantly exceeded that of similar schools (83% compared to 75.5%) and was also a result greater than our 4 year average of 79.1%.

The other sets of results in this Annual Report refer to 'Management of Bullying' which come from the Student Safety domain. The questions in this section are designed to gather data on student perception of whether the school handles bullying and harassment appropriately.

In analysing our results in this area we can see that the school outperformed similar schools with a result of 79.6% positive endorsement compared to 74.6%. This result was also better than our 4 year average of 74.7%. This upward trend is very pleasing and confirms the explicit work of the leadership team and staff to implement whole-school initiatives in this area and monitor their effectiveness over time.

### **To support student health and wellbeing in 2023, we implemented the following initiatives:**

1. Rights, Resilience and Respectful Relationships was implemented in Foundation-Year 6 which saw growth in the emotional literacy (vocabulary) of students and informed teaching priorities and the monitoring of student personal and social capabilities by teachers within their Professional Learning Teams.
2. School Wide Positive Behaviour Support (SWPBS) Framework continued as the focus of our teaching of expected behaviours and responding to problem behaviours. The Expected Behaviours Matrix was revised with student and staff input, and used alongside the school values - Responsibility, Kindness and Resilience - as a reference point for student learning.
3. The Mental Health Continuum was used to identify students requiring additional intervention and support, and coaching was provided to teachers by our Mental Health and Wellbeing Coordinator on how to respond to the needs of these students through the learning program, learning environment and strategies for responding to their needs such as restorative conversations. This approach is funded and delivered as part of the Mental Health in Primary Schools (MHIPS) Pilot Program, for which we are participants.

With the 2023 performances results and further insights gathered from students, staff and School Council, the following areas are being prioritised in 2024:

Action #1 - Embed Tier 1 wellbeing programs at a school wide level including the Mental Health Continuum, SWPBS and Rights, Resilience and Respectful Relationships):

- Leaders will implement professional learning to support the next steps in SWPBS
- Teachers will use the wellbeing Start Up Scope and Sequence documented, showing alignment with SWPBS/RRRR
- Teachers will know the difference between minor/major behaviours and how to respond
- Students will adopt the universal metalanguage of the mental health continuum.

Action #2 - Strengthen the Disability Inclusion processes (Tier 2 and 3):

- Leaders will communicate referral & triage processes for learning and wellbeing needs.
- Leaders identify students in need of adjustments and are tracked in the PSG/SSG documentation
- Teachers will understand the referral & triage processes for learning and wellbeing needs.
- Students will increase their knowledge of the adjustments that support them to thrive.

## Engagement

As communicated by the Department of Education and Training (DE) in the attendance policy and resources for families, what we all have in common is a desire for 'our students to get a great education, and the building blocks for a great education begin with

students coming to school each and every day. If students miss school regularly, they miss out on learning the fundamental skills that will set them up for success in the later years of school. There is no safe number of days for missing school – each day a student misses puts them behind, and can affect their educational outcomes. Each missed day is associated with progressively lower achievement in numeracy, writing and reading.'

The summary of our student attendance data for 2023 as outlined in the Performance Summary of the Annual Report shows the average number of days absent for students across Foundation-Year 6 was 17 days. This is better than similar schools with an average of 17.4 days and the State with an average of 20.5 days. It is also a slight improvement on our absence average from 2022, although it is well above our 4 year average of 14.5 days. It is also noted that the attendance rate across years levels Foundation - 6 is consistent with no particular cohorts standing out as at risk compared to another, with an overall attendance rate of 91.4%. The percentage of students with 20 or more days absent across all year levels was 28% which is better than that of similar schools at 30% and the State at 36%.

At FCPS we expect, in accordance with DE policy, for students to attend school everyday. This reflects our commitment to the learning and wellbeing of every student and our responsibility to monitor their participation in schooling. It also reflects our understanding of the research around the importance of school attendance and the impact of absence - children thrive when they are at school everyday and are engaged consistently in learning programs and social interactions with their peers.

Analysis of FCPS student absence data for 2023 shows that 60 students (12%) were identified as having particularly high rates of absence (30+ days). For these children, the predominant reason for the absences as detailed by families through our Compass platform were:

1. Family holiday (40%)
2. Medical (21.6%)
3. Wellbeing needs (15%)
4. Parent choice including for attendance at extracurricular activities/programs (13.3%)
5. Unexplained - no reason was provided via Compass (8.3%)

**The strategies for monitoring absence and responding to the needs of students/families that we have implemented in 2023 and will continue to implement in 2024 include:**

1. Weekly monitoring of student learning and wellbeing in Professional Learning Team (PLT) meetings with actions documented and communicated to relevant members of the leadership/wellbeing team.
2. Monitoring on a monthly basis of student attendance data by the Administration Team which is then reported to the leadership/wellbeing team for any required action with teachers and/or families.
3. Engaging with families in respectful collaboration that supports a solution-oriented approach to wellbeing needs that impact student attendance
4. Guiding families on student learning activities that can be completed at home when students are absent for extended periods such as for family holidays.

## Financial performance

Overall the financial position of Footscray City Primary School is strong and sees us well placed to continue expanding program delivery for students and invest in resources within the school. In 2023 we finished the year with \$474 674 in surplus which we anticipate will be carried over to the 2024 school year and is supporting staffing structures such as an expanded intervention program and greater number of middle-level leaders who are supporting the professional learning of teachers.

We benefit enormously from the engagement of families and their support of the school through the Parent Payment Policy. Over many years we have seen a high response rate, with families both paying their fees and also making generous contributions and donations to the Buildings, Grounds and Wellbeing Funds.

In 2023 the revenue raised through parent payments which was directed to curriculum consumables totalled \$148 920. This exceeded our anticipated receipt of curriculum contributions by around 11%. In addition, families made voluntary contributions towards non-curriculum items and activities totalling \$10 411.

Specific voluntary contributions and donations that accompanied these payments from families totalled \$29 922 and the breakdown across the funds were as follows:

- Student Wellbeing and Engagement contributions totalled \$12 416 which was used to support children attending camps and excursions.
- Grounds contributions totalled \$7 963 which are being held to contribute to the upgrade of the soccer pitch.
- Buildings donations totalled \$9 543 which contributed to the delivery of learning environments and the fit out of classrooms within the Capital Works Project.



Fundraising Fundraising and Community Events coordinated by the Fundraising and Community Events (FACE) sub-committee of School Council, together with school-led initiatives, enabled School Council to raise a total of \$65 020. This was directed to the installation of irrigation systems along the Hyde street fence line and contribution to the delivery of the Nature/Sensory Playspace.

**Extraordinary expenditure**

- Decanting of classrooms and administrative spaces as part of Stages 1 and 2 of the Capital Works Project (moving classes into the completed Stage 1 and out of Stage 2, both in the Main Building) totalled \$22 320.
- \$31 936 was spent on Casual Relief Teachers in excess of the projected budget which meant a total spend of \$284 220. This reflects a higher than anticipated rate of absence amongst our teaching and ES staff due to illness, and additional teaching support being required to respond to student wellbeing needs.

**Grants**

- \$23 000 was received from the Department of Education (DE) as part of the Rolling Facilities Evaluation. This enabled us to upkeep our buildings and projects in 2023.
- \$19 920 was received from the Victorian School Building Authority to fund new shade sails over outdoor learning spaces, this represents 80% of the funding and further sails are to be erected after completion of the Capital Works Project which will be funded from these grant monies received.
- \$11 402 was received from the Victorian School Building Authority to fund decanting costs incurred in Stage 1 of the Capital Works Project.
- \$99 892 was received from the Victorian School Building Authority as Stage 1 funding of the Capital Works Project, these funds specifically to fund new furniture and technology equipment in Stage 1 for classrooms and classroom libraries, and the School's new administration office and collaboration spaces.

Licence Agreements were entered into by the FCPS School Council in accordance with DET policy with the following contractors:

- Westgate Basketball
- Westside Basketball
- Team Kids - Out of School Hours Care and Holiday Care
- Western English Language School
- Lunchbox
- Allied Health
- Instrumental Music Teachers

**For more detailed information regarding our school please visit our website at**

**<https://www.fcps.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 471 students were enrolled at this school in 2023, 223 female and 248 male.

13 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).

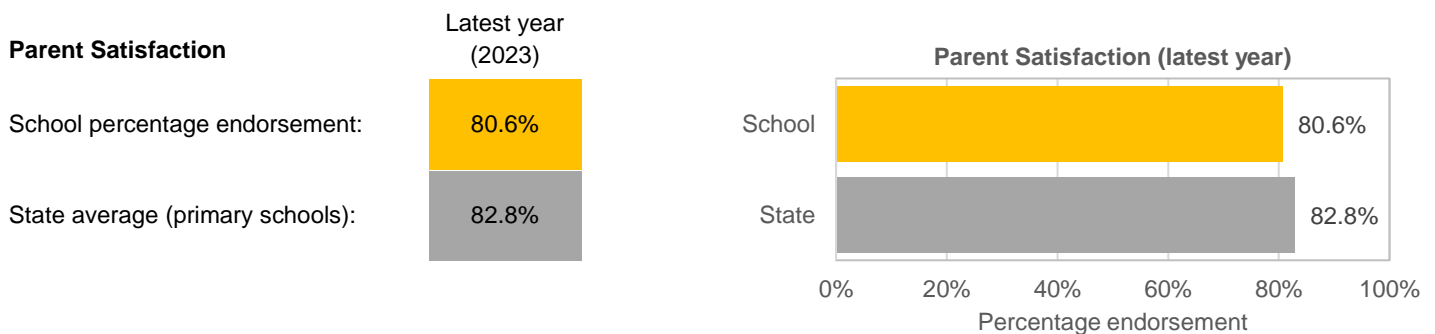
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

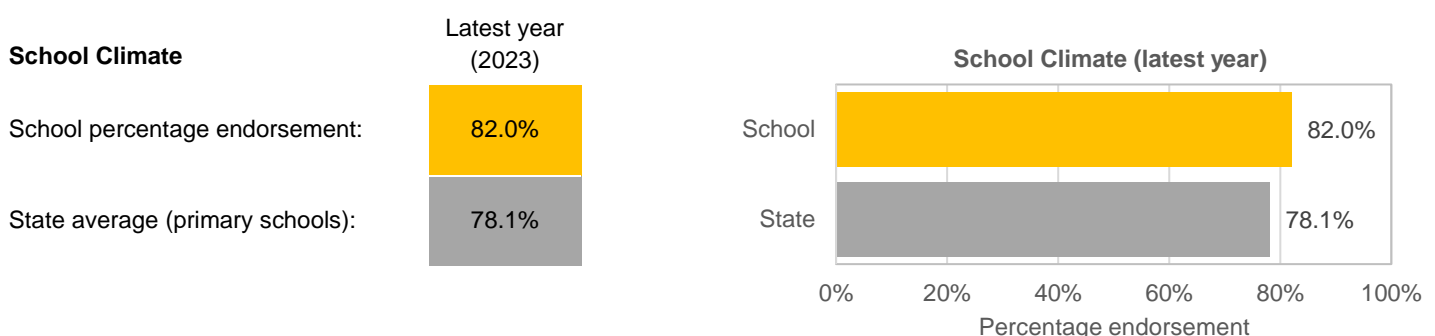


### School Staff Survey

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.

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

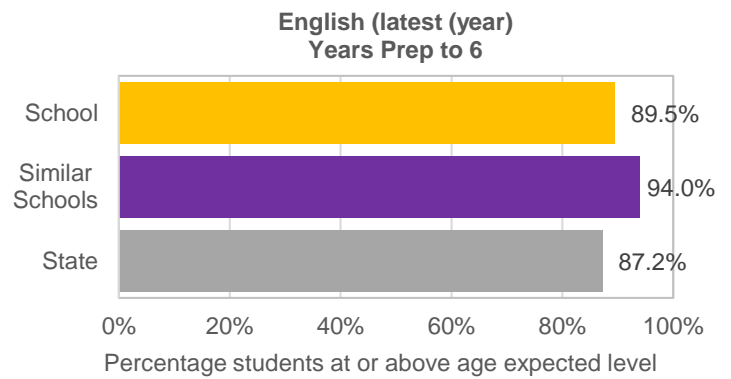
89.5%

Similar Schools average:

94.0%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

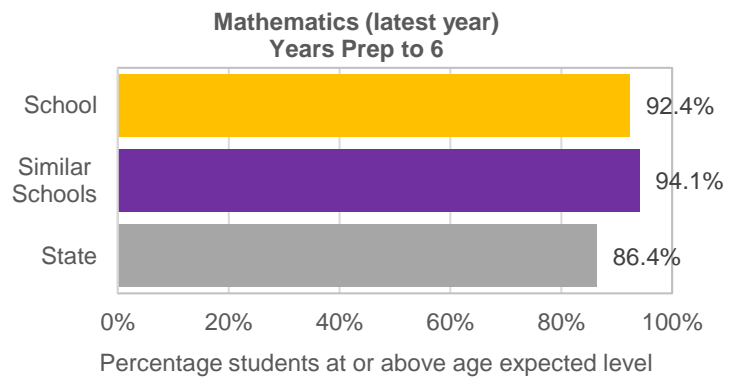
92.4%

Similar Schools average:

94.1%

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:

85.2%

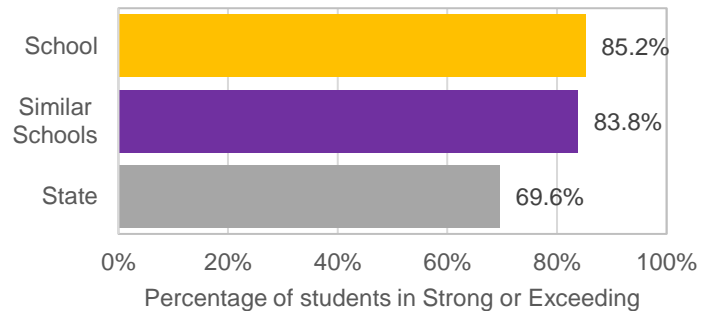
Similar Schools average:

83.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

91.3%

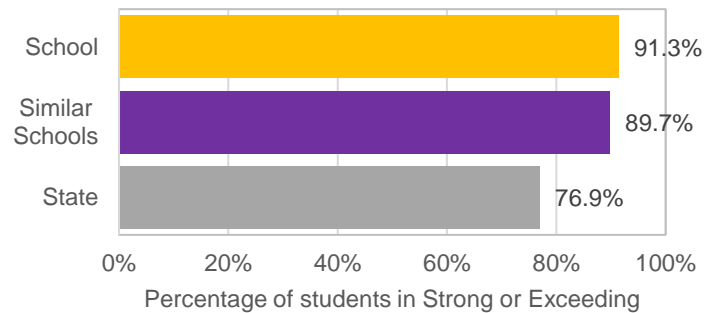
Similar Schools average:

89.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

83.6%

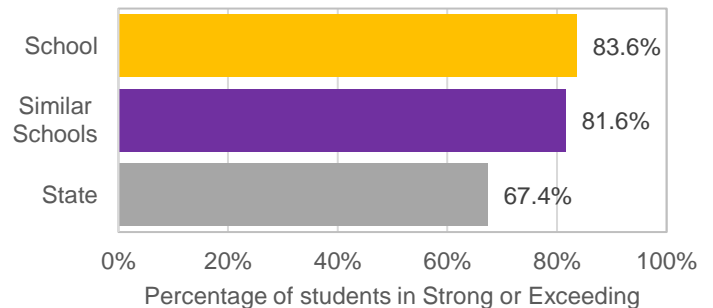
Similar Schools average:

81.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.8%

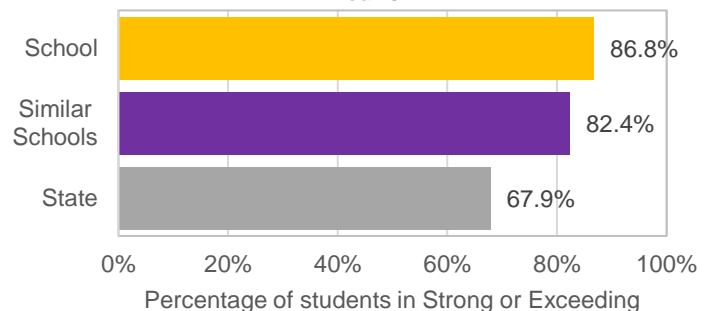
Similar Schools average:

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:

86.3%

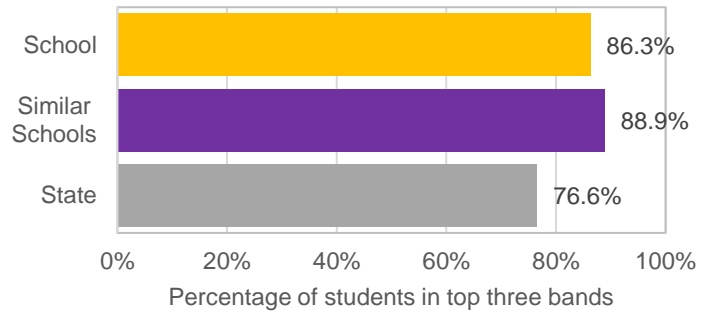
Similar Schools average:

88.9%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

79.0%

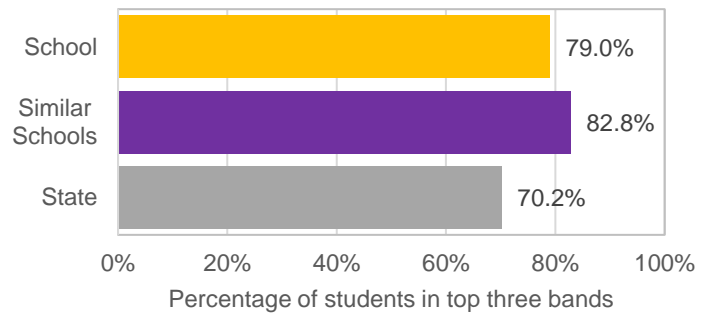
Similar Schools average:

82.8%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

73.7%

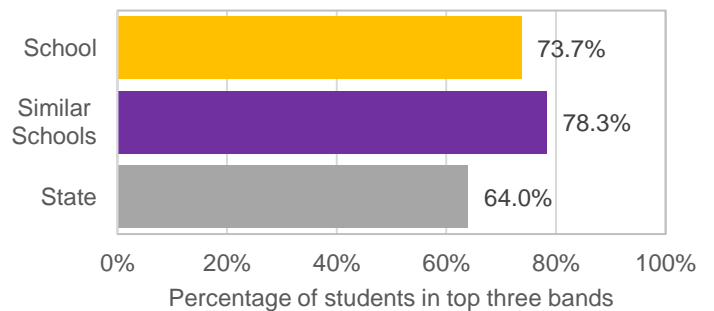
Similar Schools average:

78.3%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

54.0%

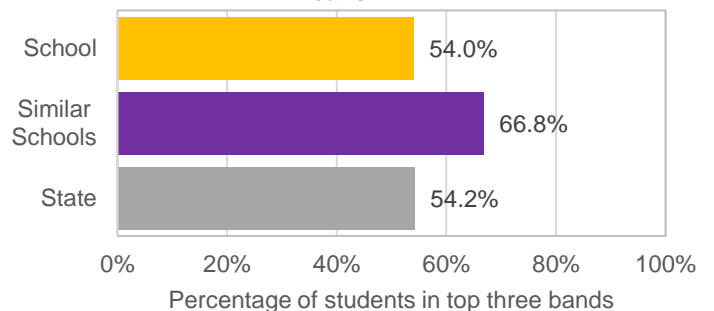
Similar Schools average:

66.8%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

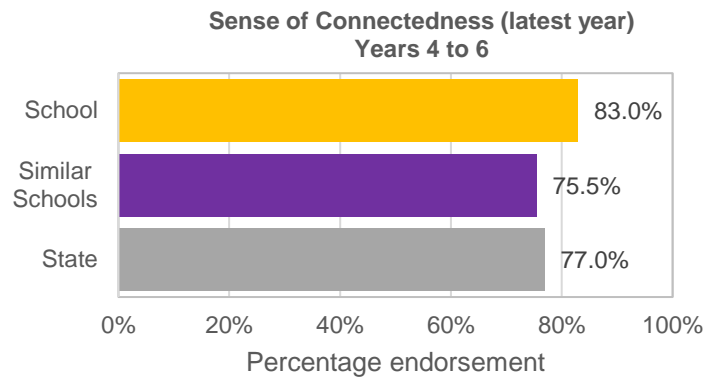
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	83.0%	79.1%
Similar Schools average:	75.5%	76.8%
State average:	77.0%	78.5%

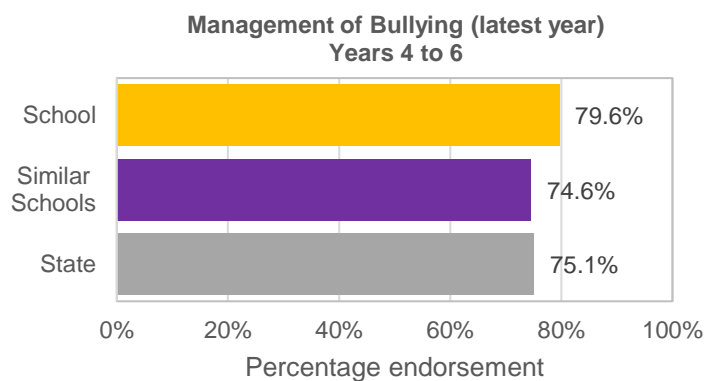


### Student Attitudes to School – Management of Bullying

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:	79.6%	74.7%
Similar Schools average:	74.6%	75.4%
State average:	75.1%	76.9%





## ENGAGEMENT

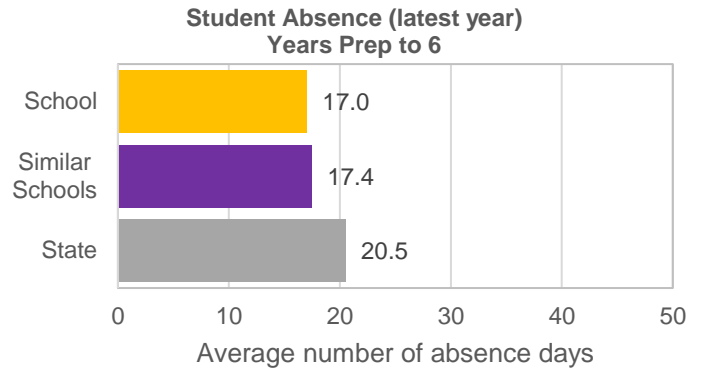
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	17.0	14.5
Similar Schools average:	17.4	14.5
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):	90%	91%	92%	93%	91%	92%	91%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,008,463
Government Provided DET Grants	\$616,730
Government Grants Commonwealth	\$7,782
Government Grants State	\$0
Revenue Other	\$28,807
Locally Raised Funds	\$602,629
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,264,411</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$34,739
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$34,739</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,517,137
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$240,525
Communication Costs	\$7,331
Consumables	\$137,682
Miscellaneous Expense <sup>3</sup>	\$37,605
Professional Development	\$12,713
Equipment/Maintenance/Hire	\$157,135
Property Services	\$189,807
Salaries & Allowances <sup>4</sup>	\$50,199
Support Services	\$332,782
Trading & Fundraising	\$76,967
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$57,105
<b>Total Operating Expenditure</b>	<b>\$5,816,987</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$447,424</b>
<b>Asset Acquisitions</b>	<b>\$24,780</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$64,195
Official Account	\$105,026
Other Accounts	\$20,363
<b>Total Funds Available</b>	<b>\$189,584</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$192,791
Other Recurrent Expenditure	\$48,127
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$240,919</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.*