



# Community Bulletin

**Footscray City Primary School**

April - May 2024



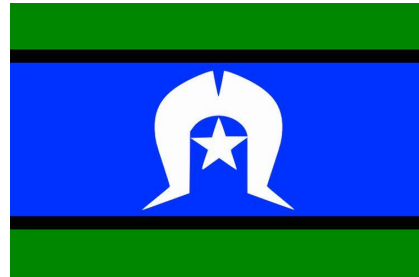


# Acknowledgement of Country

*We acknowledge the Traditional Owners of the land on which the community of Footscray City Primary School, learn, play and collaborate - the Wurundjeri Woi Wurrung and Bunurong peoples of the Kulin Nation.*

*We pay our respects to Elders past and present.*

*Aboriginal people have a deep and continuous connection to the Maribyrnong River valley for at least 40,000 years and we acknowledge this rich history of community and of storytelling.*





# Our Mission at FCPS

We are future making for every child so that they are learning to *learn*, learning to *thrive* and learning to *contribute*.

# Our Vision at FCPS

Our 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 Values at FCPS

At Footscray City Primary School we are a diverse and inclusive **COMMUNITY** who value

- Taking **RESPONSIBILITY** for our learning and our impact on our selves, others and our environment.
- Thinking and acting with **KINDNESS** which means we are friendly towards others and considerate of their feelings.
- Demonstrating **RESILIENCE** by persisting and being courageous when faced with challenges in our learning and relationships.

# Principal's Message



## FCPS Annual Report 2023

We have submitted our Annual Report 2023 and it has been approved, meaning that it is ready for distribution to the community. You can find this attached with the Community Bulletin and it will be available shortly on our website. As part of our annual accountability measures, this report details the school's performance in 2023 across key areas of learning, engagement and wellbeing. It also includes a summary of the school's financial performance.

Key takeaways include:

- *NAPLAN* - A greater percentage of students performed in the 'Strong or Exceeding' proficiency levels in Year 3 and 5 reading and numeracy than that of similar schools.
- *Attitudes to School Survey (students)* - 'Sense of connectedness' 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%. 'Management of Bullying' saw FCPS outperform similar schools with a result of 79.6% positive endorsement compared to 74.6%.
- *Attendance (as a measure of engagement)* - 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.
- *School Climate (staff)* - The percent endorsement by staff on School Climate was 82% compared to the State average of 78.1% and our result also exceeded similar schools who had an average of 78%.
- General School Satisfaction (parents/carers) - positive endorsement was 80.6% which was above that of similar schools on 79%.

We will hold an Annual General Meeting which is open to the community and will be an opportunity to hear in more detail the key aspects of the report and how these performance measures contribute to the future planning for the school. The date, time and location for this meeting will be communicated soon - look out for the notification on Compass.





# Principal's Message

## Capital Works

We are well settled in to our new learning communities in Stage 2, spaces that are home to our Year 6 (ground floor) and Year 5 (1st floor) students and staff. See the update from Year 5 to get a taste for how these spaces have been designed and furnished and the impact on the engagement of our learners.

Stage 3, the final stage of the project at the railway end of the building, is well underway and we look forward to its completion during Term 3. This will see us then transition into a period of decanting with movement of our Year 5 and 6 students to Stage 3 and our Year 1 and 2 students to Stage 2 at the Bluestone end of the building. Advanced notice will be provided to students and families regarding these changes, including the use of social stories to scaffold our students.

The relocatable classrooms will be removed from our site over the September school holidays, returning that area to a play space.

## Footscray Learning Precinct

Please note that our FLP partners at Footscray High School are hosting school tours for prospective families, with the term 3 dates shared on our Facebook page. The dates for both morning and afternoon sessions are Thursday 1st August, Tuesday 3rd and Thursday 5th September at both the Pilgrim and Barkly campuses.

Follow this link to book a place - <https://footscray.vic.edu.au/book-a-tour/>

Footscray High School

TERM 3

CAMPUS TOURS

MORNING & AFTERNOON SESSIONS  
ALL CAMPUSES

Thursday August 1  
Tuesday September 3  
Thursday September 5

BOOK NOW  
NUMBERS ARE LIMITED

The poster features a background image of students walking through a green area. It includes the school name, event title, dates, and a call to action to book now, with a note that numbers are limited.

# Principal's Message



## 2025 Enrolments and Planning

Over the last month we have conducted school tours each week for prospective Foundation 2025 families. These followed our Foundation 2025 Information Sessions and provide families the opportunity to see first-hand our programs and facilities, getting a feel for the culture of learning, wellbeing and community within our school.

We have received very positive feedback via these parent visits including:

*‘ . . . we were immediately taken by the passion and enthusiasm for creating a first-class learning experience at Footscray City Primary School . . .*

*We were blown away with the school, everything from the teaching staff, learning facilities and the teaching philosophy around child centred learning.*

*It was a very modern approach and was so great to see the children given the opportunity to have input into their learning environment.’*

*‘ . . . Thank you for guiding us through your school this morning. The calm tone of the school, the evidence of best practice in classrooms and the state of the art buildings and were all so very impressive. The students at Footscray City Primary School are very fortunate indeed! Your pride in your school and your passion for the provision of best teaching and learning for the students was abundantly obvious.’*

*‘ . . . Thank you for the tour of your wonderful school . . . I am impressed by your evidence-based methods, attention to detail and strong leadership that clearly shows through in your wonderful teachers and happy students . . . ’*

School Tours will continue for another 2 weeks - please spread the word with local families and those parents/carers of siblings of FCPS students to get their paperwork in as soon as possible! The sooner we know who is coming, the better placed we are to get to know these new little learners, plan for 2025 grade structures and classroom locations and make those all important teacher recruitment and placement decisions.

Thank you for your ongoing support and collaboration, please keep in touch with me and our leadership team as needed.

**Jessie Hand - Principal**

# Student Learning and Wellbeing



# Specialist Learning Programs

## Physical Education



We had 24 students represent us at District Cross Country, students had a fantastic time running with their friends.

We also had 4 teams from Grade  $\frac{3}{4}$  travel to Werribee to play in a round robin Basketball tournament against other schools in our area.

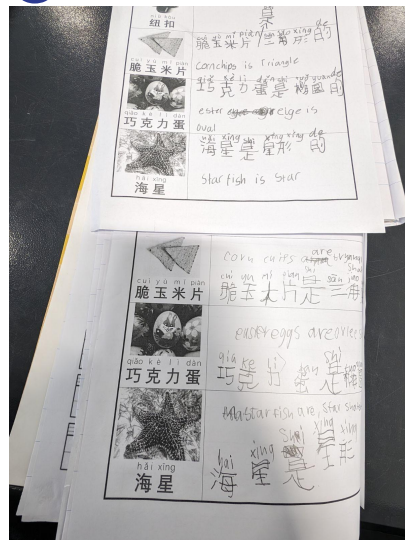
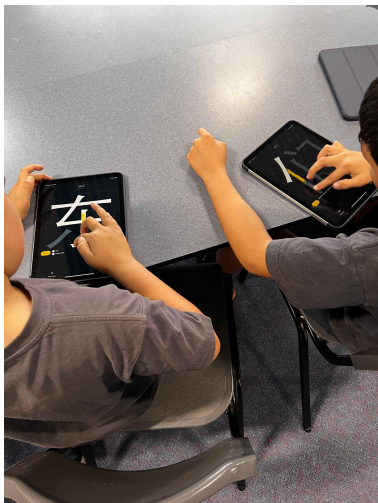


Students in Prep-2 have been working on their fundamental motor skills such as catching, throwing and kicking. 3-6 students have been learning rules and strategies of different Winter Sports



# Specialist Learning Programs

## LOTE - Mandarin



Students also participated in Maths-focused Content and Language Integrated Learning (CLIL) units across different year levels.

Foundation: Basic numbers and counting  
Year 1/2: 1-100, skip counting and place values

Year 3/4: 2D & 3D shapes

This term we have introduced the Chinese Writer app in our classroom to make the learning of how to write Chinese characters more engaging. Students use the app to practice common Chinese strokes and radicals, and to help them remember the stroke orders through the game.

1-100 in Chinese 一到一百

0	yi 一	er 二	san 三	si 四	wu 五	liu 六	qi 七	ba 八	jiu 九	shi 十
-20	十一	十二	十三	十四	十五	十六	十七	十八	十九	二十
-30	二十一	二十二	二十三	二十四	二十五	二十六	二十七	二十八	二十九	三十
-40	三十一	三十二	三十三	三十四	三十五	三十六	三十七	三十八	三十九	四十
-50	四十一	四十二	四十三	四十四	四十五	四十六	四十七	四十八	四十九	五十
-60	五十一	五十二	五十三	五十四	五十五	五十六	五十七	五十八	五十九	六十
-70	六十一	六十二	六十三	六十四	六十五	六十六	六十七	六十八	六十九	七十
-80	七十一	七十二	七十三	七十四	七十五	七十六	七十七	七十八	七十九	八十
-90	八十一	八十二	八十三	八十四	八十五	八十六	八十七	八十八	八十九	九十
-100	九十一	九十二	九十三	九十四	九十五	九十六	九十七	九十八	九十九	yi bai 一百



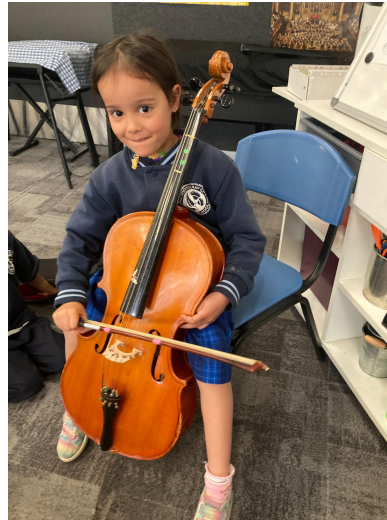
# Specialist Learning Programs

## Junior Music



Foundation students have been exploring the Instrument 'Families' of the orchestra, beginning with the 'string family'. Soon they will discover the woodwind, brass and percussion families

Year ½ students are putting their music knowledge into practice on the recorder this term. Please encourage your child to continue to practise and build their skills at home also!





# Specialist Learning Programs

## Senior Music



Students in grades 3, 4, 5, and 6 are joining forces, exploring various instruments to form class bands.

From drums to keyboards, guitar to bass, marimba, and singing, every student gets a chance to shine.

# Specialist Learning Programs

## STEAM

This term in STEAM we have been exploring the world of Digital Technologies through coding!

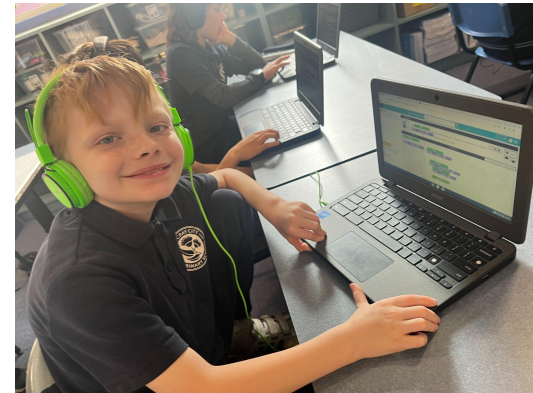
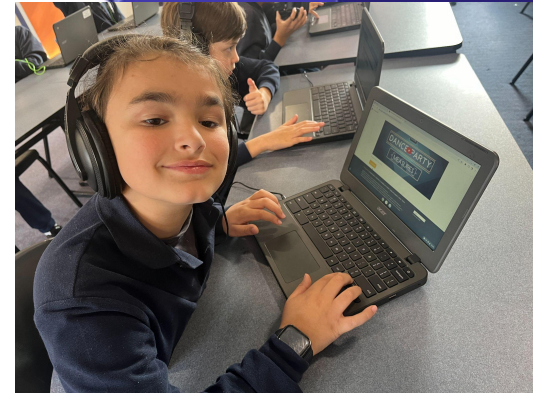
Preps have been exploring how to use iPads as well as investigate problem-solving techniques, and learning to program using directional language and loops to solve fun and interactive puzzles.

Years 1 and 2 have looked into the basics of programming by developing algorithms and exploring concepts such as sequencing, debugging and loops.

Years 3 and 4 have identified how programmers use events, loops, visual properties and sounds to customise their programs to create engaging games and interactive experiences.

Year 5 students have gone deeper to explore how we can combine math concepts such as angles and measurement with coding concepts such as loops and variables to create amazing pattern-based digital artworks.

Finally, Year 6 have been exploring how to apply their knowledge of coding and multimedia to create a random output app in Scratch such as a fortune or joke telling app.





# Foundation Learning Community



To celebrate Mother's Day, the Foundation students invited their mums and special people into their classrooms. The students proudly presented their mums with a beautiful portrait and collaboratively filled out a questionnaire about their mums.

The students always love the opportunity to share their learning space with their families and we look forward to inviting them back soon.



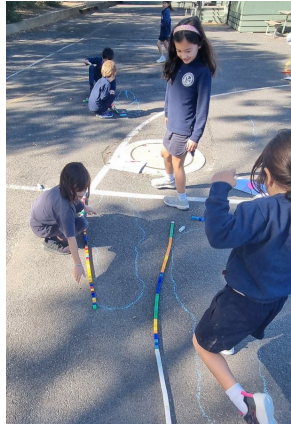


# Years 1 & 2 Learning Community



While learning about measurement, the Grade 1/2's have been investigating length. We started by learning about length and how we can measure length using formal and informal measurements. We used informal measurements like icy pole sticks, unifix and our hands to measure different objects around the classroom.

Then we went outside and using chalk, created an outline of our bodies. We used unifix to measure how long our bodies were. We compared this to how many hands long our bodies were. We loved going outside and measuring the length of our bodies!



# Year 3 Learning Community



As part of our new History topic, Year 3 children have been learning about ANZAC day and Term 2 began with making Anzac biscuits!

The children followed the recipe, calculated quantities and measures and worked collaboratively to make the mixture. The outcome was delicious! The children then wrote amazing recounts including using 'Sizzling starts' to gain the reader's attention.

*"Chewy, golden brown, buttery and sweet- our minds boggled over what it could be"- Kit*

*"The old recipe for this phenomenal biscuit still consists of the same ingredients and virtually the same method as decades ago in 1914!" - Samuel*

*"Hi everybody, would you like Melbourne's best biscuits? Well, they're \$50!" - Aadvi*





# Year 4 Learning Community

We have been learning about missing part problems for subtraction.



I created a new strategy to help me and others with learning.

We put an amount in one side and a smaller amount in the other, to try and make it even



We wrote down number sentences that were equal.



We used scales to measure numbers. We were learning about the equal sign and what it meant.

In Maths this term, we have been learning about split, jump and vertical strategy for addition and subtraction. We have had fun learning new ways to solve problems. To find the biggest number, we played a range of games. I have enjoyed maths this term.



# Year 5 Learning Community

This term, the Year 5s moved into their brand new 5 Hive!

Excitement was buzzing by students and teachers alike as they familiarised themselves with the new space. Here are some thoughts from some Year 5 students.

'I like that it's got different options for different students'  
- Nelly

Organised and open

Fun and adaptable

'I like the option of sitting at a desk that looks out the window'  
- Matilda S

Sophisticated!

'The cushions and the ottomans are really comfy'  
- Isobel



It's airy

Collaborative

# Year 6 Learning Community



This term has been an enriching journey for Year 6 as they've delved deep into history and civics, exploring the events leading up to Federation and the significance of governance in Australia. A highlight was the visit from a Federal Member of Parliament, igniting insightful discussions and enhancing understanding of civic responsibility. Additionally, the class showcased their knowledge through a compelling performance at assembly, igniting interest in the complexities of government structures.

Excitement was brewing as Week 6 approached, marking the eagerly anticipated Canberra trip where students witnessed firsthand the institutions and landmarks central to their studies. Looking forward to sharing our Canberra Study Tour reflections soon!



*"I loved learning about what makes Australia work" - Will 6A*

*"You get to learn about our history and how government works. This is important as this will impact us all when we are older" - Sage 6B*



# Mental Health in Primary Schools



**FCPS AIP Wellbeing Goal-** To effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.



The Be You Mental Health Continuum (MHC) is a tool for educators designed to assist in knowing when to seek support for a child or young person who may be in need of extra support. Our staff use the MHC to identify and discuss students who may be demonstrating changes in their behaviours, thoughts, emotions, learning or social relationships.



*Jenine O'Brien  
Mental Health &  
Wellbeing Leader*

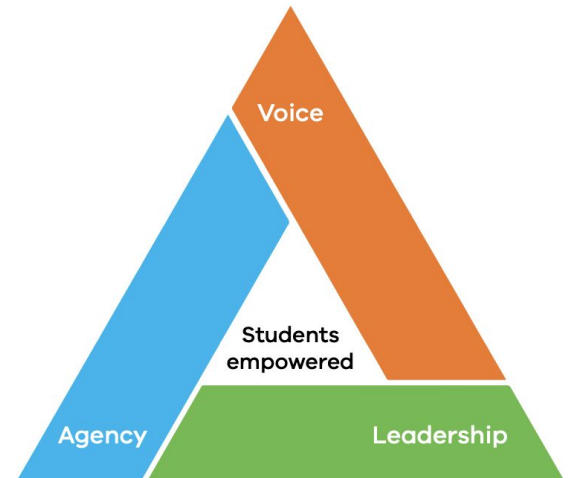
The MHC is embedded in the Wellbeing agenda item in weekly team meetings to

- guide discussions and identify those students who may require further referral/supports
- promote a common language amongst the school community when discussing the wellbeing of students

More information can be found at the following website: [Mental Health Continuum - Be You](#)



# STUDENT LEADERSHIP





# 2024 FCPS School Captains



**Freya Bugden  
School Captain**



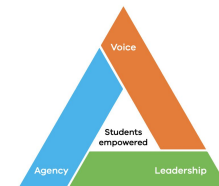
**Flynn Carr  
School Captain**

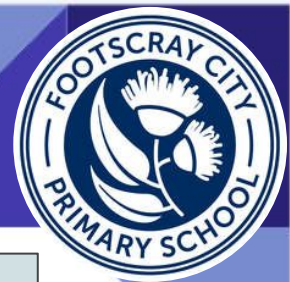


**Wyatt Pagan  
School Captain**



**Chloe Scalmer  
School Captain**





# 2024 FCPS Student Leaders



**Manusri Kadiyal**  
**Environment**  
**Captain**



**Josie Wood**  
**Environment**  
**Captain**



**Olivia Pham**  
**Cultural Diversity**  
**Captain**



**Aaron Watts**  
**Cultural Diversity**  
**Captain**



**Roxy Pollock**  
**Art Captain**



**Auden Thomas**  
**Art Captain**



**Sebastian Brgoc**  
**Publications**  
**Captain**



**Kaan McSweeney**  
**Publications**  
**Captain**



**Sol Kamimura**  
**STEAM Captain**



**Riley Moore**  
**STEAM Captain**



**Jessie Wiezik**  
**Music Captain**



**Wil Wadsworth-Speight**  
**Music Captain**



**Sam Crossley**  
**Wellbeing**  
**Captain**



**Frankie Herbert**  
**Wellbeing**  
**Captain**



**Seb Edmund**  
**PE Captain**



**Sofia Fotiadis**  
**PE Captain**



**Serena Koroma**  
**PE Captain**



**Marlon Moncrief**  
**PE Captain**



**Charlie Parker**  
**PE Captain**



# Lunchtime Clubs

Initiatives being run by Student Action Teams

## LUNCHTIME CLUBS

	Monday	Tuesday	Wednesday	Thursday	Friday
First Lunch					Y3/4 Yoga / Relaxation Club @ Ms Checkley's Classroom
Second Lunch	Lego Club @ 2nd Lunch Peppercorn (Coming Soon)	Board Games Club @ 2nd lunch 6 Hub  Culture Club @ 2nd lunch Lote room  Steam Club @ 2nd lunch Steam Room	Music Club @ 2nd lunch - Music Room  Chess Club @ T2 - W3, 4, 5 + 7, 8, 9 6 Hub	Prep - 2 Sports @ 2nd lunch Gym  Writing Club @ 6 Hub  Dance Club @ T2 - W3, 4, 5 + 7, 8, 9 Gymnasium	Art club @ 2nd lunch Art Room

# Lunchtime Clubs

## Initiatives being run by Kids Unlimited

This term has seen the launch of two exciting new lunchtime clubs facilitated by Kids Unlimited. The weekly Chess and Street Dance groups have been sourced through our Mental Health Menu funding. Both groups have proved to be extremely popular with students of all ages!

The logo for Kids Unlimited, with "Kids" in a bold, rounded font and "Unlimited" in a stylized font where the letters are connected and the 'd' has a unique shape.

# SCHOOL OPERATIONS





# Important Dates 2024



## Term 2

- Monday 10th June - King's Birthday Public Holiday
- Friday 21st June - FCPS Family Movie Night
- **Friday 28th June - Last day of Term**  
Assembly @ 1pm and students dismissed @ 1:30pm

## Term 3

- **Monday 15th July - Term 3 commences**
- Friday 2nd August - 100 days of school - Foundation Students
- Monday 12th - Friday 16th August - Science Week
- Monday 19th - 23rd August - CBCA Book Week
- Friday 30th August - Wear It Purple Day
- Sunday 1st September - Father's Day
- Wednesday 4th September - Indigenous Literacy Day
- Thursday 12th September - R U Ok? Day
- **Friday 20th September - Last day of Term**  
Assembly @ 1pm and students dismissed @ 1:30pm

## Term 4

- **Monday 7th October - Term 4 commences**
- **Curriculum Day #4** - Monday 4th November

# FCPS School Council

Parent/Carer and DE members 2024



<p><b>Ange Glover</b> President</p> <p><b>Jamie Terzi</b> Vice President</p>	<p>Sarah Valentine, Nathan Quadros, Elisabeth Gotchi, Anna Shaw, Ellise McLoughlin and Symon Kohut</p>		
<p><b>Finance Sub-Committee</b></p>	<p><b>Education Sub-Committee</b></p>	<p><b>Buildings &amp; Grounds Sub-Committee</b></p>	<p><b>Fundraising &amp; Community Events (FACE) Sub-Committee</b></p>
<p>Chair - Juli Walker (Business Manager) Jessie Hand Ange Glover Symon Kohut Nathan Quadros Sarah Valentine</p>	<p>Chair - Anthony Curnow Helen Dearn Sandra Tiricola Elisabeth Gotchi Jamie Terzi Eileen Cini Neil Fleming Benedicta Rousseau</p>	<p>Chair - Jessie Hand Juli Walker Anna Shaw</p> <p><i>We are seeking community members for this committee. Please email Jessie for further details</i></p>	<p>Chair - Jessie Hand Ellise McLoughlin Ele Stojcevski Eugene Brouwer Kate Mansell Jade McLeod Kellie Crossley Jacqui Keating</p>

# Victoria's Child Safe Standards

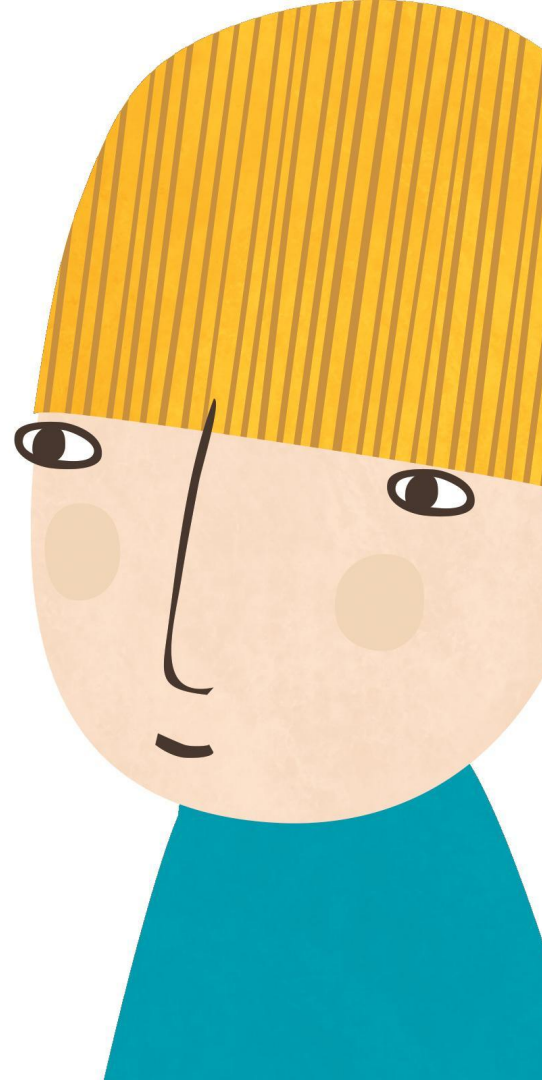


- **Child Safe Standard 1** – Establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
- **Child Safe Standard 2** – Ensure that child safety and wellbeing are embedded in school leadership, governance and culture.
- **Child Safe Standard 3** – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.
- **Child Safe Standard 4** – Families and communities are informed and involved in promoting child safety and wellbeing.
- **Child Safe Standard 5** – Equity is upheld and diverse needs are respected in policy and practice.
- **Child Safe Standard 6** – People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
- **Child Safe Standard 7** – Ensure that processes for complaints and concerns are child focused.
- **Child Safe Standard 8** – Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
- **Child Safe Standard 9** – Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
- **Child Safe Standard 10** – Implementation of the Child Safe Standards is regularly reviewed and improved.
- **Child Safe Standard 11** – Policies and procedures that document how schools are safe for children, young people and students.
- Ministerial Order 1359 provides the framework for child safety in schools.



# PROTECT

**Volunteer responsibilities to keep students safe and our school's child safety policies and procedures**





# Volunteer responsibilities to keep students safe

- Volunteers make a valuable contribution to our school community and have responsibilities to keep students safe in our school environments.
- Our school has developed policies and procedures to keep children safe and to make sure we respond to any concerns.
- Volunteers must be familiar with and follow our school's:
  - Volunteers Policy
  - Child Safety Code of Conduct
  - Child Safety and Wellbeing Policy
  - Procedures for responding to incidents, disclosures and suspicions of child abuse



# **Victorian Child Safe Standards**

## *Why child safety is so important . . .*



Our school is committed to the safety and wellbeing of all children.  
We want children attending our school to be safe, happy and respected.

The Child Safe Standards recognise that all children are vulnerable and require schools to **take steps to prevent child abuse** and **build a culture of child safety**.

Schools cannot assume that child abuse does not and cannot happen within their school or school community.

### **VOLUNTEERS TRAINING**

All volunteers are required to participate in the Child Safe Standards Volunteer Training. This includes parents/carers who want to help with excursions, camps, sports and music events, fundraising events and as classroom helpers.

We have run **SIX** training sessions so far this term attended by parents/carers, allied health professionals and instrumental music teachers.

**The next sessions are scheduled for Friday 14th June and Thursday 27th June @ 1pm**

**Please watch Compass for the reminder post and webex link**

