



# Community Bulletin

**Footscray City Primary School**

February - March 2024



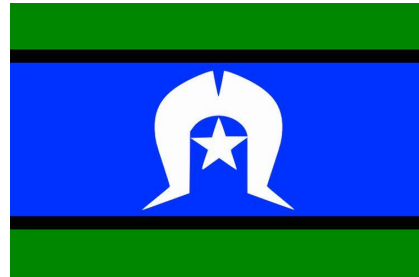


# Acknowledgement of Country

*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



## SCHOOL COUNCIL ELECTION

I congratulate and welcome the FCPS School Council members, elected through our 2024 School Council Election. They join a fantastic group of committed parents and staff, with the membership for this year being:

- Angela Glover, Nathan Quadros, Jamie Terzi, Sarah Valentine, Symon Kohut, Ellise McLoughlan, Elisabeth Gotchi and Anna Shaw (parent members)
- Anthony Curnow, Helen Dearn and Jessie Hand (DE members)

We look forward to sharing updates from the School Council members throughout the year. Each member will also join a sub-committee of School Council for which they represent parents/carers and support improvements to the school through collaboration with school leadership and recommendations to School Council.

The **sub-committees** of School Council meet once a month and are also open to parent members who are not on School Council. These committees are:

- Buildings and Grounds - convened by Jessie Hand
- Education - convened by Anthony Curnow and Helen Dearn
- Fundraising and Community Events (FACE) - convened by Jessie Hand
- Finance - convened by Juli Walker (Business Manager)

Please contact me if you are interested in any of these committees and/or would like to know more about the work that they do - [Jessie.Hand@education.vic.gov.au](mailto:Jessie.Hand@education.vic.gov.au)



# Principal's Message



## WESTERN MELBOURNE AREA PRINCIPAL FORUM

I had the privilege of attending the Western Melbourne Area Principal Forum last week, attended by Principals from all schools across Western Melbourne and facilitated by our South Western Victoria Regional Leaders. We heard from our Area Executive Director Silvana Sena, Regional Director Chris Thompson and Deputy Secretary David Howes.

There were also case study presentations from Principals across the Area, showcasing their leadership in key DE priority areas. To have the opportunity to step into this professional learning environment and 'lift my chin' from the daily reality of school leadership and think with the system view was both inspiring about future possibilities and confirming of the great programs and practices happening at FCPS.

From Deputy Secretary David Howes we heard some key messages that he encouraged us to share with our staff and communities. He reiterated that we are a high performing system that is producing outstanding outcomes. He referenced Victoria's NAPLAN results as leading other States and Territories, particularly in reading and despite being the State which experienced the longest period of school closures during the COVID-19 pandemic. He referenced our attendance data which as a key indicator of student health and wellbeing which is also amongst the highest in the country. David's message was clear:

1. The quality of our leadership is strong
2. The challenges are immediate and real
3. Collectively, we have the opportunity and the resources to work towards being a universal high-performing system

# Principal's Message



## WESTERN MELBOURNE AREA PRINCIPAL FORUM

This had me reflecting on the initiatives being implemented at FCPS and the evidence we have of the positive impact these are having on building teacher and team capacity. This in turn enhances our responses to student learning and wellbeing.

We will be sure to communicate with you this year about this great work, inviting confidence from our community and drawing the recognition our staff deserve for their knowledge, skills and commitment. You will hear from us on:

- Our instructional leadership model and how this enables instructional coaching for every team across the school
- Our Tiered Intervention Program - including the Tutor Learning Initiative - and how this is implemented including the allocation of staffing well beyond the DE funding received
- Tier 1 Wellbeing Interventions - SWPBS and Rights, Resilience and Respectful Relationships
- Tier 2 Wellbeing Interventions including our use of the Schools Mental Health Fund
- Disability Inclusion and our implementation of this reform which has seen us already secure in excess of \$200 000 in funding for students within the first 12 months of roll out

Aligned with the DE priorities for 2024, our team at FCPS will focus on:

student attendance	high quality explicit instruction	intervention measures	Lifting outcomes in numeracy	Mental Health	Inclusive Education
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# Principal's Message



## PARENT TEACHER INTERVIEWS AND PSG/SSG MEETINGS

We know that highly effective schools are characterised by strong partnerships and collaboration between school staff and families. Trusting relationships rely on protected time to discuss the priorities for a child - time to share knowledge of their interests, passions and characteristics that then inform the learning and wellbeing programs.

Our **Parent-Teacher Interviews and the PSG/SSG Meeting Program** offer this opportunity for parents/carers and school staff, and we are proud to have implemented this program within what is a very short (9 week) first term.

Thank you to families for your commitment to this opportunity and for the insights you have provided. Our teaching staff have spoken of the power of this time with you and how they benefit from the opportunity to both listen attentively and share their knowledge of their students. The majority of classroom teachers were released for these meetings by our leadership team. This enabled our leaders to be in classrooms teaching the students (we LOVED it!) and provided continuity for the children as they were taught by known educators. It's also a cost-effective model - to release all classroom teachers for these meetings costs in excess of \$10 000!!

The **Program/Student Support Group** meetings are an extension of the Parent/Teacher Interviews, offered as an alternative to families whose child meets the DE criteria for these termly/semesterly meetings based on their learning needs and/or disabilities. Attended by teachers, school leaders and in some cases our Education Support staff and members of allied health teams, these meetings are precious protected time that informs targeted supports and interventions. This meeting program is a significant logistical undertaking with the number of families participating (from Year 1 - Year 6) requiring a 4 week meeting schedule. We thank families for their support of this work, their patience as they await their meeting and for the trust that is placed in the school.

# Principal's Message

## FOOTSCRAY LEARNING PRECINCT



Our membership of the Footscray Learning Precinct is a privilege and the opportunity to partner with our colleagues at Footscray High School, Footscray Primary School and the Billy Button Children's Centre is something that we treasure. To collaborate with respected colleagues and leaders so as to improve the outcomes in our own education settings and that of all precinct education settings connects to our shared moral purpose. Improving the lives and opportunities of children and families is what brought us to our jobs, and here we are doing it together. It's a fantastic initiative and a defining time for us all.

One of the priorities of the FLP is that we enhance the learning pathways and transitions for all children and young people at all stages of learning - early childhood to primary, primary to secondary and secondary to tertiary/VCAL and workplace settings.

With this priority at the forefront, we were thrilled to welcome the leadership team of Footscray High School to FCPS earlier this month to a presentation for Year 4 - 6 families of FCPS. Frank Vetere (Executive Principal) was joined by his leadership and wellbeing team of Maria Chrisant (Pilgrim Campus Principal), John Box (Barkley Campus Principal), Vicky Tenzoglidis (Kinnear Campus Principal), Emma Crampton (Transitions Coordinator) and Katie Souter (Junior Inclusion Coordinator). To have all members of the Principal class team attend and speak to our families is testimony to their shared commitment and passion.

Speaking with great pride about the program and learning pathways for students at Footscray High School, it was great to hear this first hand and to understand further how the transition of students from primary to secondary is supported through close collaboration and extensive data collection. It was also enlightening for parents/carers to hear about the transitions within high school, such as from Year 9 to Year 10 when students move to the senior campus @ Kinnear.

# Principal's Message

## FOOTSCRAY LEARNING PRECINCT



Please find attached the **Footscray High School Presentation** developed by Frank and his team for the information session.

Please note, the content was developed by the FHS team in response to requests from FCPS parent/carers via a Google Form prior to the session. What FHS wanted to share and what parents/carers wanted to hear were closely aligned and confirm the growing connections between our schools and the community.

Please also find attached the **STEAM Community Newsletters** developed by the FHS team in late 2023, providing an insight into the learning and activities across the school.

We encourage you to find out more about Footscray HS as our feeder high school and FLP partner - see the contact details here.

Thank you to the families who attended and to the FHS team for their time and commitment to our partnership, and to the FCPS who also attended.

## Stay in touch!

Stay tuned thour socials for updates.



If you have any queries, please do not hesitate to contact us on:



<https://footscray.vic.edu.au/year-6-7-transition/>



[transition@footscray.vic.edu.au](mailto:transition@footscray.vic.edu.au)



(03) 9112 9500



UNITY

RESPECT

CREATIVITY

ENDEAVOUR

# Principal's Message

## CAPITAL WORKS PROJECT



We are reaching an exciting milestone for our Capital Works Project with Stage Two nearing completion. This is the Eastern end of the Main Building (Bluestone Building end) and it will be completed ready for the commencement of Term 2.

Over the school holidays we will be moving into the new learning spaces ready to welcome our **Year 5 and Year 6 students** in bright and inviting learning communities.

Already students have been part of our selection of furniture for these learning communities through a series of workshops. This has seen us draw student voice and inclusive design principles that allow for student choice within the learning environment based on their preferences and needs. This is also the approach we took for Stage 1 of the project and those choice also included input from students and staff.

From Term 2, the Bowden Construction team will commence on the 3rd and final stage of the project which is the refurbishment of Western end of the Main Building (railway end) and this intended for completion ready for Term 4.

Please see the following slides for visuals of the floor plan and timelines. Further details will come next term regarding the decanting plan for Stage 3 and what this means for students, staff and class/program locations.

# Privacy Policy



The Schools' Privacy Policy informs the school community that information about students can be shared to fulfil the schools' core functions of educating and supporting our students. The Schools' Privacy Policy establishes a clarified 'need to know' framework, where school staff share information about students with other staff who need to know as part of their role. This is consistent with Victorian privacy law.

The policy applies to all central, region and school staff including:

- principals
- teachers
- visiting teachers
- social workers
- wellbeing staff
- youth workers
- nurses
- Student Support Service officers (SSSOs), and
- all other allied health practitioners.

The DE School's Privacy Policy is available  
on the FCPS website:

<https://www.fcps.vic.edu.au/>

This means the 'need to know' framework also applies to all school staff, whether employees, service providers (contractors) and agents (whether paid or unpaid) of the Department.



# Capital Works Project

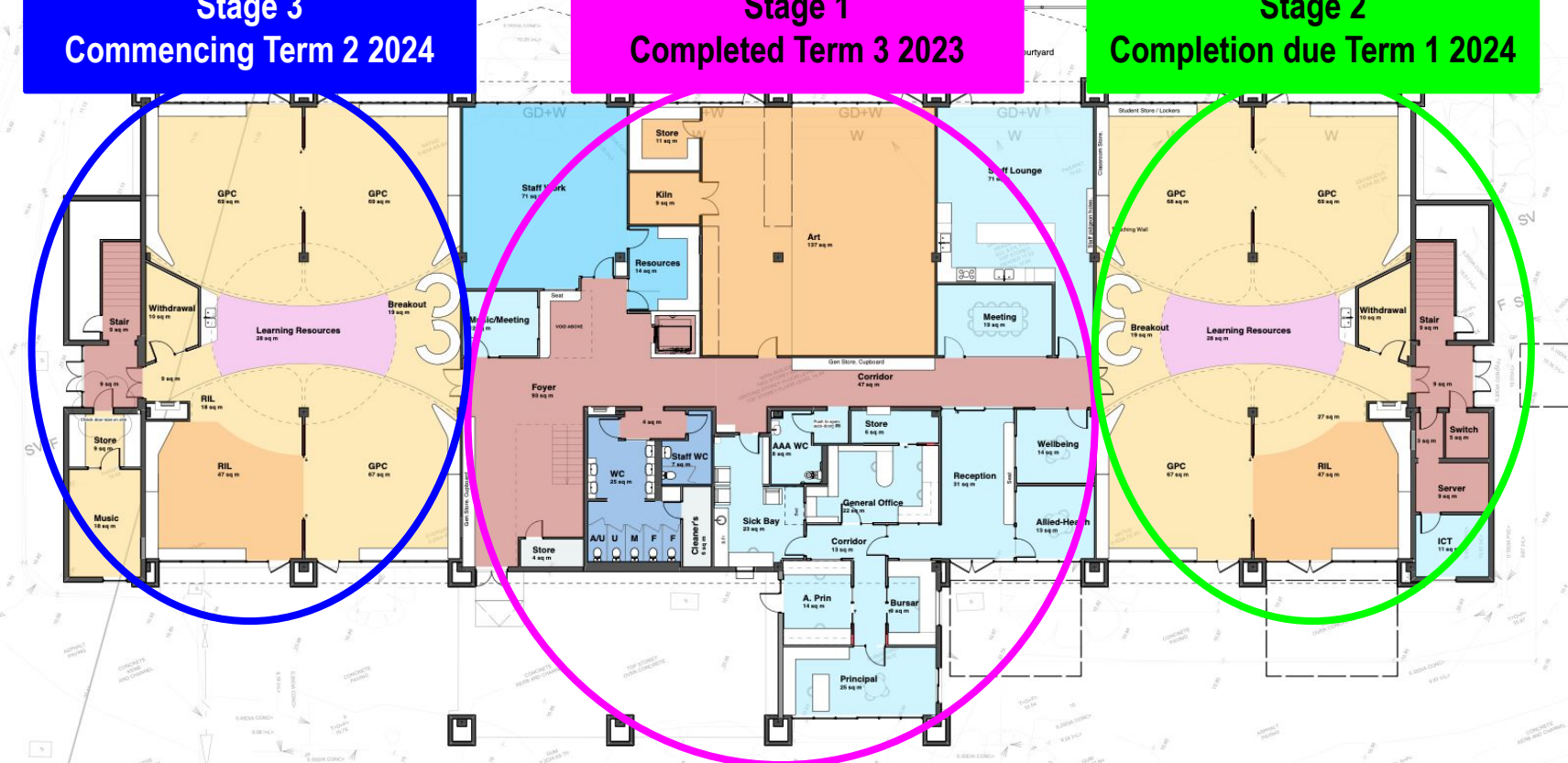
## Three Stages - Ground Floor



**Stage 3**  
Commencing Term 2 2024

**Stage 1**  
Completed Term 3 2023

**Stage 2**  
Completion due Term 1 2024





# Capital Works Project

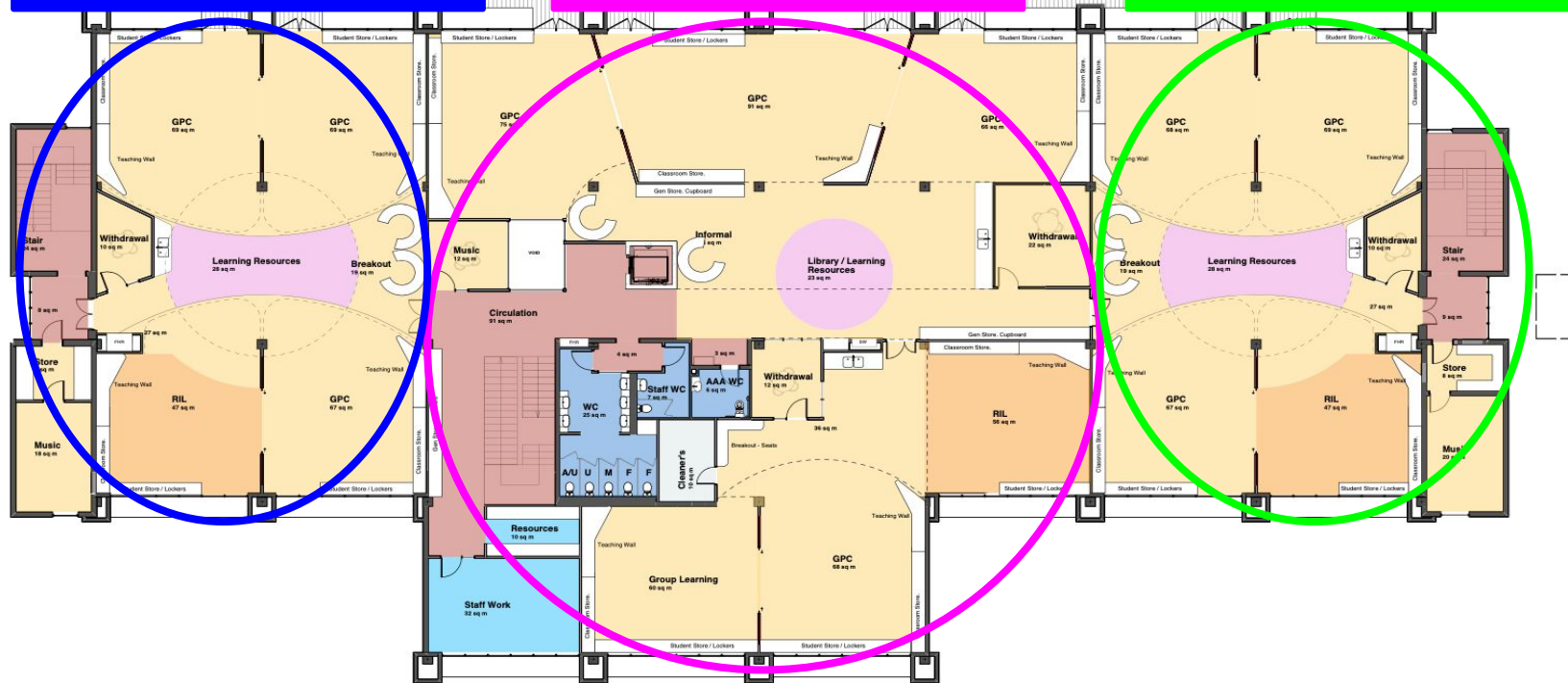
## Three Stages - First Floor



**Stage 3**  
Commencing Term 2 2024

**Stage 1**  
Completed Term 3 2023

**Stage 2**  
Completion due Term 1 2024



# Student Learning and Wellbeing





# Specialist Learning Programs Trophy System

You may have noticed a feature of our Friday Celebration Assemblies is the presentation of Specialist Trophies to classes from Foundation - Year 6. The intention of the Specialist Trophies is to recognise the collaborative approach to school values across the school, with specialist teachers choosing a class that has best displayed our values and positive behaviours in Art, Music, STEAM, PE and Chinese programs.

Our Grade 6 Leaders of these curriculum areas present the 5 trophies at Assembly with the SRC representative from each winning class collecting the trophy. The trophy is then proudly displayed in their classroom for the week.

The Good Sport Cup for PE

The Golden Paintbrush for ART

The Mighty Dragon Scroll for CHINESE

The Rockstar for MUSIC

The Rocket for STEAM

Awarded to the class who demonstrate:

- ★ **Kindness** towards each other
- ★ **Responsibility** with equipment and upholding our classroom agreements and
- ★ **Resilience** to practise new things and keep trying when things get hard.

# Specialist Learning Programs

## Physical Education



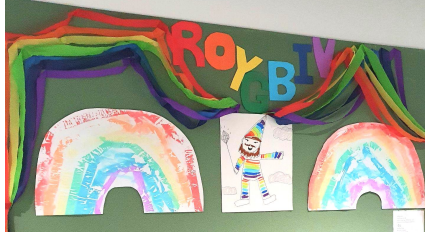
This Term students in Grade 1-6 having been learning about different Athletic disciplines based on running, jumping and throwing.

We had 29 students represent us at the Westgate District Swimming carnival on Friday the 22nd. The students had a fantastic day supporting each other and FCPS finished 1st overall on points. GO FCPS!!

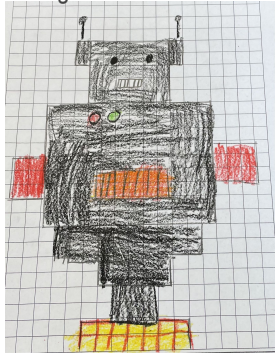


# Specialist Learning Programs

## Art



Foundation Art have been learning about the order of the colour spectrum ROY.G.BIV leading to exploring colour mixing.



Grade 1 and 2 have been exploring shape through robots.



The Art Program has been using new LCD drawing boards as a learning and calming transition tool for students in Grade 1 to 6.



Grade 3 to 6 students started the Term with rotating choice based activities exploring the theme of Chinese New Year of the Dragon. This has moved into a clay unit exploring design, clay joining techniques and the Art Element of Form.

# Specialist Learning Programs

## Junior Music



Foundation students have been singing, keeping a steady beat, sharing the instruments and taking turns in our music games! Whilst singing they are exploring high/low and loud/soft sounds with their voices.



Through singing and body percussion, Year 1&2 students have learnt about the metre *Common Time* and musical structure (form). The students have re-written song lyrics using their rhythm understandings.





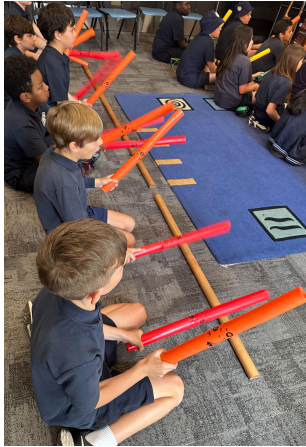
# Specialist Learning Programs

## Senior Music

Students have been using boomwhackers in Music classes to explore music concepts such as combining notes to make chords and the importance of rhythm and playing together in time.



Grade 3s have begun guitar with grades 4-6 exploring more difficult songs with more strumming.



# Specialist Learning Programs

## Instrumental Music Program



### Percussion Ensembles

Would your child like to learn an instrument? Check out the Instrumental Music information under programs on our school website.



Almost 200 instrumental music lessons take place every week at FCPS! There are currently places available in: piano, harp, violin, viola, brass (trumpet/trombone) and guitar lessons. Lessons for Prep students begin in Term 2 but please apply early if you wish to secure a place.



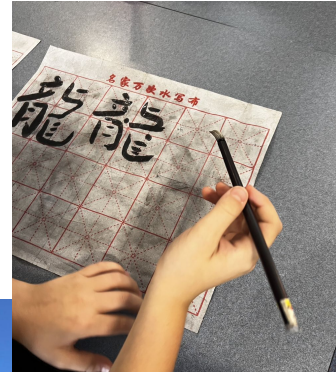
# Specialist Learning Programs

## LOTE



To start our new school year, Juniors students have been exploring the zodiac stories of the Lunar New Year, and learning about different festive traditions and customs. They also created different LNY-themed crafts as part of our celebration.

Senior students worked on their Chinese calligraphy, spending time to practise both keystrokes and full characters.



# Specialist Learning Programs

## STEAM



The year has commenced with an exciting start in the new STEAM program at Footscray City. This term, we've focused on Physical Science, engaging students across various year levels with tailored content.

Preps have been exploring movement, learning how forces like pushing and pulling affect objects.

Years 1 and 2 have looked into simple machines, understanding their role in facilitating movement.

Years 3 and 4 have investigated how heat is produced and transferred, exploring the basics of thermal energy.

Year 5 students have studied light, examining how it can be manipulated and its various effects.

Finally, Year 6 has delved into energy transformation, focusing on how energy can be converted to generate electricity.

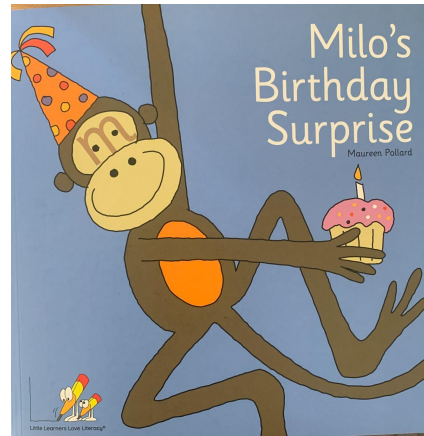




# Foundation Learning Community



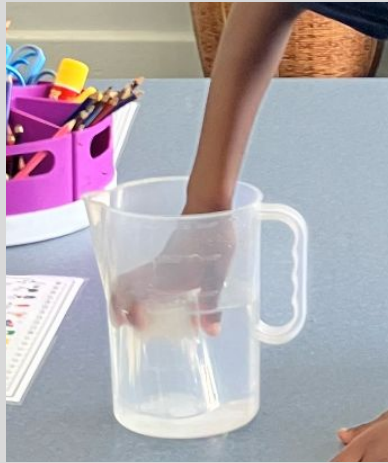
In Foundation, students have embarked on our new Literacy program called Little Learners Love Literacy. We have enjoyed reading Milo's Birthday Surprise to see who is invited to Milo's Birthday! Students loved meeting characters such as Milo Monkey, where we learnt his favourite sound /m/. We engaged in many activities that involved the /m/ sound including our Sound Box, Chitter Chatter Chant cards, Sound, Write, Draw activity and even made Milo Monkey cookies!



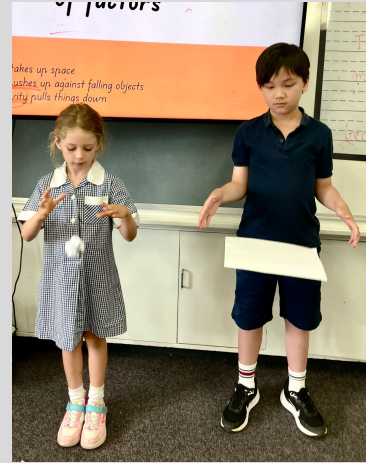
# Year 1 & 2 Learning Community



In our Physical Science unit, Year 1/2 students have been learning that the way objects move depends on a variety of factors. Students have been exploring pushes, pulls and friction. This week, students conducted a range of experiments exploring how air takes up space, how air pushes up against falling objects and how gravity pulls things down.



*"The tissue in the glass stayed dry because the air stopped the water getting in."*  
- **Felix (1/2A)**



Chloe & Evan (1/2B)

*"Gravity pulled the paper down."* - **George (1/2E)**  
*"The flat paper had more space for air to push up on."* - **Margot (1/2C)**



Alessandra & Stephanie (1/2B)

*"Air was pushing up and made the helicopter spin."*  
- **Wren (1/2D)**

# Year 3 Learning Community



In Wellbeing, we have been reviewing our expected behaviours matrix and talking about what it means to be a Kind Quokka, Resilient Eagle and Responsible Bee.

We identified keywords for each value to demonstrate our understanding of the values in action and selected a mascot we love to embody.

This will become a fabulous welcome display to our classrooms and Year 3 Learning Community very soon!





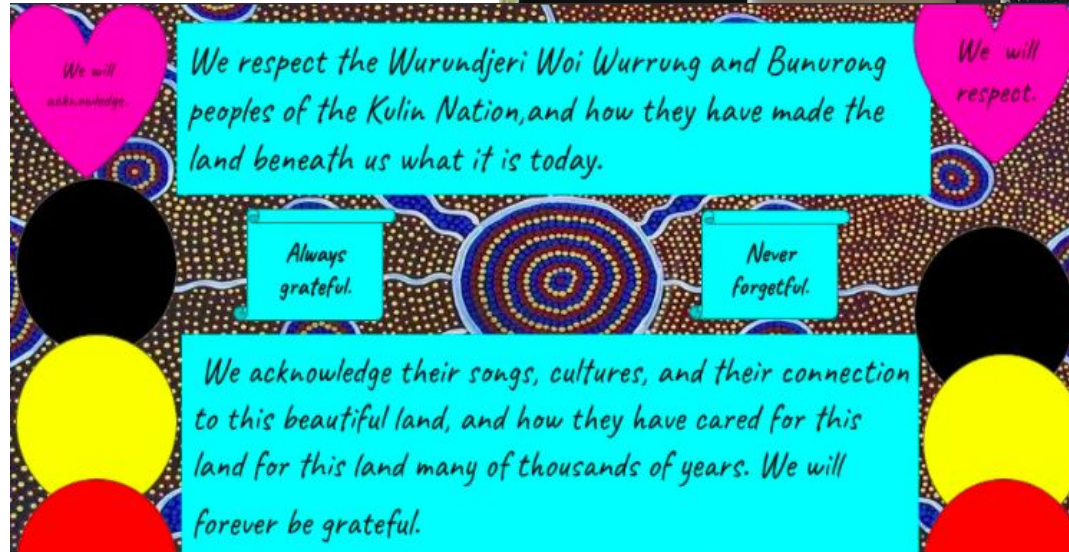
# Year 4 Learning Community

In Year 4, we have been exploring and writing Acknowledgements of Country.

We begun by reading 'Welcome to Country' by Auntie Joy Murphy, then each student created their own unique Acknowledgement of Country.

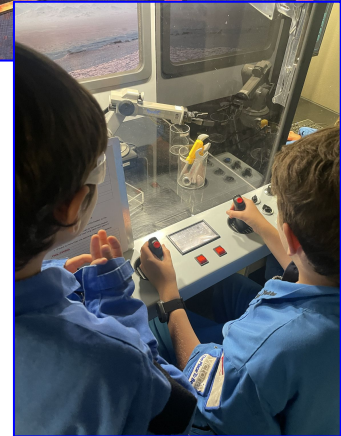
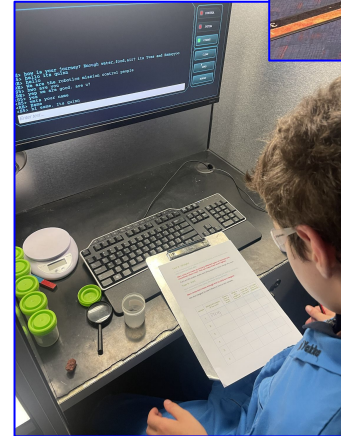
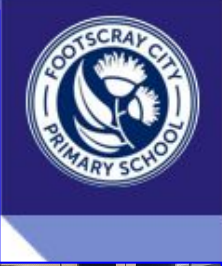


On this slide is a Year 4 student's acknowledgment and artwork that accompanied.



# Year 5 Learning Community

Our Year 5 students had the exciting opportunity to attend the Victorian Space Science Education Centre (VSSEC) and take part in some important missions! The sessions were highly interactive and focused on tuning students in to Earth and Space Science, which is their upcoming Concept focus. Students were very engaged and demonstrated their collaboration skills.





# Year 6 Learning Community



Our Year 6 students recently embarked on an exciting STEAM project, constructing bridges using icy pole sticks, glue, and paper. Working in Student Action Teams, they showcased their creativity and problem-solving skills while testing the limits of their designs to determine the strongest structure. Through this hands-on activity, students not only explored engineering principles but also developed teamwork and resilience. We're proud of their innovative spirit and dedication to learning.



# Mental Health in Primary Schools

## School Wide Positive Behaviour Program at FCPS



### What is SWPBS?

- A whole-school problem solving framework
- A multi-tiered system of support to promote academic and behavioural outcomes
- A whole-school model for effective professional learning supported by coaching
- When implemented with fidelity, SWPBS is effective at:
  - Reducing behavioural incidents (Morrissey, Bohanon & Fenning, 2010)
  - Having a positive effect on academic skills (Algozzine, Wang & Violette, 2011)

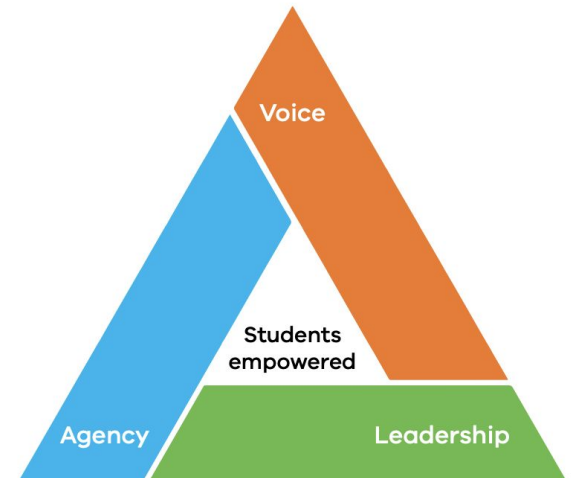
At FCPS we are a community of safe, respectful learners.

We demonstrate this through our values of  **Kindness,**

 **Responsibility** and

**Resilience** 

# Student Leadership



# 2024 FCPS School Captains



**Freya Bugden  
School Captain**



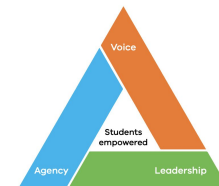
**Flynn Carr  
School Captain**

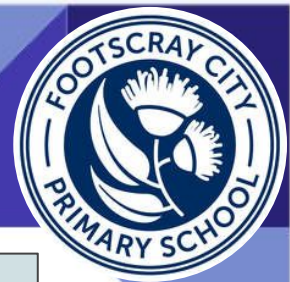


**Wyatt Pagan  
School Captain**



**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



Club	Who	When
Steam	James Jardine STEAM Captains - Sol & Riley	Tuesday @ 2nd lunch - STEAM Room
LOTE Culture Club	Keren Yi Cultural Diversity Captains - Olivia & Aaron	Tuesday @ 2nd lunch - Peppercorn
Music	Bill Gribben Music Captains - Jesse & Wil	Wednesday @ 2nd lunch - Music Room
PE Prep - 2 Sports	Liam Brennan PE Captains - Seb, Sofia, Marlon, Serena & Charlie	Thursday @ 2nd lunch - Gym
Art Mindful Art	Anna Robenn Art Captains - Roxy & Auden	Friday @ 2nd Lunch - Art Room

# Important Dates 2024



<b>Term 1 - Week 9</b>	<ul style="list-style-type: none"><li>● Term 1 End of Term Assembly Thursday 28th March @ 1pm</li><li>● Term 1 concludes Thursday 28th March @ 1:30pm</li></ul>
<b>Term 2</b> <b>15th April - 28th June</b>	<ul style="list-style-type: none"><li>● Monday 15th April - <b>Curriculum Day #3</b></li><li>● Tuesday 16th April - students return</li></ul>
<b>Term 4</b>	<ul style="list-style-type: none"><li>● <b>Curriculum Day #4</b> - Monday 4th November</li></ul>

We are running 4 Curriculum Days in 2024, as per the Victorian Government Schools Agreement (VGSA). This allows for professional learning and collaboration for our teaching and education support staff, and for the development and provision of Student Report Cards.

Please note there will be an additional **Pupil Free Day** run in 2024 as staff are entitled to a Professional Practice Day under the VGSA. We are in the process of determining this date as it requires input from the 2024 teaching staff (a requirement under the VGSA). This will then be presented to School Council for approval and communicated to parents/carers as a matter of priority.

# Victoria's Child Safe Standards

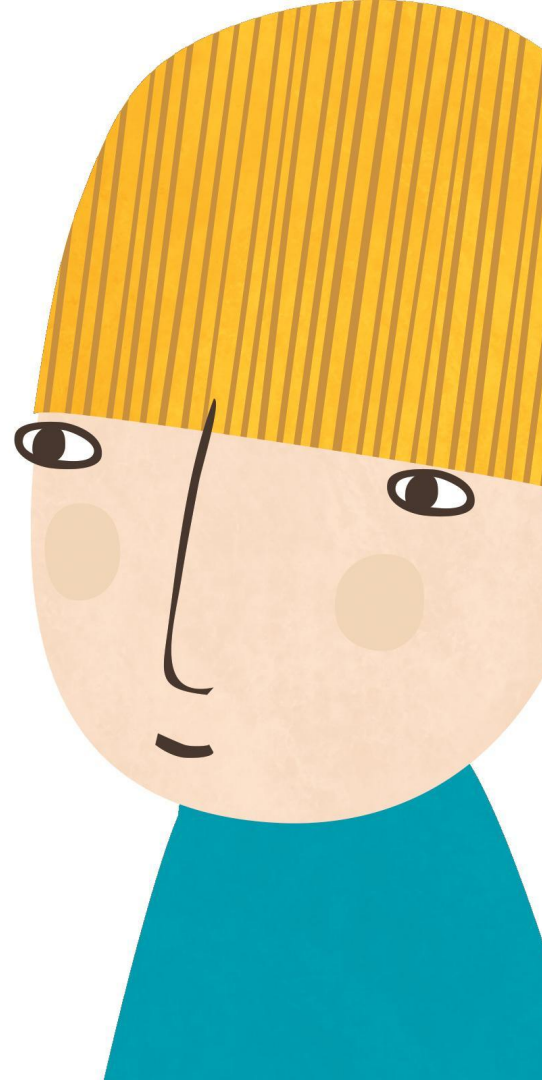


- **Child Safe Standard 1** – Establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
- **Child Safe Standard 2** – Ensure that child safety and wellbeing are embedded in school leadership, governance 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

**We have run two training sessions so far this term with the next one scheduled for**

**Friday 22nd March @ 1pm**

**Please join us via webex - Meeting # 2653 370 6991**

**<https://eduvic.webex.com/eduvic/j.php?MTID=ma1b356ce16ea1735952d7a9b072a8b28>**



**Thank you and we look forward to seeing you soon in the lead up to our End of Term Assembly on Thursday 28th March @ 1pm**

