2020 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 (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 03 May 2021 at 09:10 PM by Jessie Hand (Principal)

The 2020 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 21 June 2021 at 10:49 AM by Harriet McCallum (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the *'About Our School'* section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
  Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does *'NDP'* or *'NDA'* mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the *'Victorian Curriculum'*?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

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 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 community gatherings. The 1970's brick building houses the school's administration area, staff-room, art program, canteen, multi-purpose room, Out of School Hours Care, teaching spaces for seventeen classes and a variety of offices and small group rooms.

The school's grounds currently have two main playground areas, a synthetic grass soccer field, active use garden areas, vegetable garden, sandpits and asphalt hard-court space for basketball, bat-tennis, and volleyball. 2020 saw the addition of a new synthetic turf play and seating area outside of the Peppercorn Building (housing our Foundation Students, Library and LOTE Program), which was accompanied by the planting of mature trees and installation of shade sails.

A total of 501 students were enrolled at this school in 2020, 226 female and 275 male. 12 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

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 2020 was LOW. That is, the rate of socio-economic disadvantage within our community is statistically low. Please note, our SFOE in 2019 was HIGH and this is explained by a change in the DET naming of categories, not a change in our SFOE profile.

With a growing local population, the school has come under enrolment pressure and is implementing priority placement order. This sees us enroll children for whom we are their designated neighbourhood school and those who have a sibling already enrolled in the school and who resides at the same address. All other enrolments are placed on a waitlist and if spaces are available, we enroll children whose address is the next closest to our designated neighbourhood boundary.

The workforce composition includes 23 full-time teaching staff and 7 part-time teaching staff, 3 Education Support Staff in administrative roles and 6 Education Support Staff in Classroom Assistant/Integration Aide roles. The leadership structure includes Principal, two Assistant Principals (Foundation-2 and Years 3-6), one Leading Teacher (Student Engagement and Wellbeing) and two Learning Specialists (Foundation-2 and Years 3-6).

FCPS is one of four schools involved in the Footscray Learning Precinct. This State Government initiative has seen us work collaboratively with the educators from these other schools since 2016 so as to develop a Framework for Student Learning that is research based and strives for excellence in the learning opportunities available to the community. Stage One funding saw the Master Plan developed for the entire FLP, which included plans for the refurbishment of the Peppercorn and Main Buildings at FCPS to allow for greater capacity and to upgrade facilities in accordance with current learning and teaching pedagogy. Stage One funding also delivered the Gymnasium and Performing Arts Building at FCPS and which will be a shared facility when the Pilgrim Street Campus of Footscray High School opens in 2021. As a further part of the FLP, funding has been allocated for an Early Learning Centre on the site next to FCPS with the expectation that the educators in both settings will collaborate to ensure high standards of learning and smooth transitions from the early learning to primary school setting.

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

Vision
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.

Values
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.

Framework for Improving Student Outcomes (FISO)

In 2020, Footscray City Primary School's Annual Implementation Plan (AIP) focused on implementing Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence and Curriculum Planning and Assessment (Excellence in Teaching and Learning), Setting Expectations and Promoting Inclusion, Empowering Students and Building School Pride and Intellectual Engagement and Self-Awareness (Positive Climate for Learning).

This included:
~ Building curriculum knowledge and instructional practice in the curriculum areas of Science, Technology, Engineering, Arts and Mathematics (STEAM) through collaboration with key stakeholders in the Footscray Learning Precinct (FLP).
~ Developing the FCPS Maths Learning Map that documented curriculum alignment from Foundation to Level 6
~ Implementing Learning Cycles in Mathematics and Writing to support improved learning outcomes.
~ Building teacher knowledge and consistency within Professional Learning Teams in the implementation of the 6+1 Traits of Writing.
~ Ongoing implementation of the School Wide Positive Behaviour Support (SWPBS) Framework and Rights, Responsibilities and Respectful Relationships as core components of our health and wellbeing programs.
~ Ongoing development of student leadership programs and Student Action Teams (SATs) aligned with DET initiatives.
~ To support the implementation of these Key Improvement Strategies, Assistant Principals, Learning Specialists and PLT Leaders have collaborated closely to monitor student learning needs and design professional learning for teachers that aligns with these needs. Further, the Assistant Principals at Foundation-2 and Years 3-6 have facilitated leadership programs to support the growth in capacity of middle-level leaders, in turn building the capacity of their teams in curriculum, instruction and assessment.
~ PLT Leaders, Learning Specialists, Curriculum Leaders and the Principal-class team have worked with curriculum consultants on key school improvement actions - Mathematics Consultant Chris Botheras and Literacy Consultant Bobbie Cameron. This has built the curriculum knowledge of these leaders and enabled them to plan the implementation of initiatives within their teams.

Teachers have engaged in collaboration within their teams, including increased rates of participation in peer observation and instructional coaching.

All FCPS staff had the opportunity to participate in online learning programs during the period of Remote and Flexible Learning relating to curriculum, instruction and assessment, initiatives in Literacy and Mathematics, student health and wellbeing and leading communities in uncertain times. These were provided by organisations including the Department of Education and Training (DET), Bastow Institute of Educational Leadership, Victorian Institute of Teaching (VIT) and Melbourne Graduate School of Education (The University of Melbourne).

Achievement

Goal 2 of the 2020 AIP was 'To maximise student learning growth across the curriculum with a focus on writing and mathematics.' This was work that continued throughout the year with adaptations to the professional learning program in response to the requirements of Remote and Flexible Learning.

The School Improvement Team worked closely with all PLTs to ensure that we progressed our goals and continued to focus on areas that would benefit the growth and learning continuity of students. An example of this is that all Professional Learning Teams (PLTs) implemented Learning Cycles in Mathematics which included the weekly tracking of student learning and this continued in both face-to-face teaching and during the periods of Remote and Flexible Learning.

The focus on continued school improvement was particularly evident in the work of the Numeracy School Improvement Team and the significant gains made in auditing the Maths Learning Map to ensure strands across Foundation - Level 6 are aligned. This sees the teachers supported as a Professional Learning Community to further develop their understanding of the developmental nature of each of the strands and in tracking their learning progress and that of the students against the FISO improvement cycle.

It is acknowledged that the professional learning required for teachers to develop a documented curriculum plan, assessment practices and shared pedagogical approach in writing learning programs has been delayed in some areas due to the impact of the pandemic. However, teachers and PLTs have significantly progressed in planning and delivering the Writers' Notebook and Writers' Workshop model through the writing program, drawing on the professional learning that was offered by consultant Bobbie Cameron in the '6+1 Traits of Writing' and the use of mentor texts to drive the learning program. Whilst there was a reduced capacity for 'physical' assessment/monitoring and tracking of student learning goals during Remote and Flexible Learning, learning cycles to track student growth and respond to needs were implemented with the use of assessment rubrics, student goal setting and the provision of teacher feedback through focus groups and 1-1 conferences.

SMART Spelling remained our core program for the delivery of learning in this area, with all PLTs implementing this program throughout the periods of Remote and Flexible Learning and face-to-face teaching. We have evidence that the program is being implemented with fidelity across the year levels and there is ongoing demand from PLTs for triangulated data that moves beyond reliance on weekly dictation as a measure of student growth. This is being explored for implementation in 2021.

During the period of Remote and Flexible Learning, collaboration and professional learning remained our core focus and the provision of peer coaching was facilitated via online platforms. For example, lead users in the key areas of writing and mathematics had their recorded lessons used as exemplars for their peers, and debrief sessions were available to facilitate further discussion and inquiry.

By conducting staff and parent surveys during the periods of Remote and Flexible Learning, we identified feedback to students on their learning growth and achievements as an area for improvement, particularly how to adapt this to the online learning environment. We applied the FISO Improvement Cycle to a professional inquiry into Feedback as one of the High Impact Teaching Strategies (HITS) and increased the provision of focus group sessions for students via the Webex platform. In small groups, students engaged in guided practice for Writing and Mathematics and individual learning conferences were also conducted for some students. These sessions provided the opportunity to involve students in the monitoring and tracking of their own learning and the provision of timely, specific feedback from the teachers as to the gains being made and the next priorities.

Our achievement results for 2020 in the areas of English and Mathematics (Years Prep - 6) based on teacher judgement are outlined below. To confirm, 'Similar Schools' are a group of Victorian government schools that are like our 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.

Please note, NAPLAN tests were not conducted in 2020 and so data is not available for the analysis usually conducted in Annual Reports.

English

School percent of students at or above age expected standards were judged at 89.3% compared to the State average of 86.3% and the Similar Schools average of 94.7%.

Mathematics
School percent of students at or above age expected standards were judged at 92% compared to the State average of 85.2% and the Similar Schools average of 94.6%.

It is anticipated that with targeted intervention and participation in differentiated learning programs including the Tutor Learning Initiative in 2021, that the gap between FCPS teacher judgement and that of Similar Schools will be closed. FCPS staff reported in 2020 challenges in the triangulation of data and having the evidence required to confidently place students against the Victorian Curriculum. As a result, it is anticipated that the teacher judgements of 2020 are conservative and that quick gains will be made in student learning growth and achievement.

Future direction and strategies
To maximise student learning growth across the curriculum with a focus on writing and mathematics, aligning the FISO Improvement Cycle to the school's curriculum documentation will form a sound basis to make parallel comparisons with the professional learning needs of both staff and students. Our commitment to enable improvement in curriculum knowledge and instructional practice through professional learning is evident in our commentary on achievements in building teacher capacity in 2020.

Including students directly in the monitoring and tracking process and enabling them to give feedback to teachers is a priority action moving forward. This will include students having access to developmental continuums where they can clearly gauge where they are coming from, where they currently are and what the next goal should be to move them forwards.

Engagement

The implementation of the School Wide Positive Behaviour Support (SWPBS) Framework as a whole-school approach to health, wellbeing, inclusion and engagement was critical to the provision of wellbeing programs in Term 1, throughout the periods of Remote and Flexible Learning and in the re-connecting of students and staff upon the return to face-to-face teaching.

Explicitly teaching the content of the Positive Behaviour Matrix in the Start-Up of classroom and specialist programs and using it to analyse incidents and support students with goals moving forward further supported the connection between engagement and learning. This Matrix was also revised for the period of Remote and Flexible Learning, and it remained a core focus of learning programs and provision of feedback to students during this time. We have anecdotal data collected through our School Review in 2021 (student, parent and staff focus groups) and survey data collected during the periods of Remote and Flexible Learning that confirm strong knowledge and understanding within the student population of the school values and how these link to the expected behaviours.

The tracking of student behaviour through Compass using the Chronicle function has been streamlined and all PLTs track student wellbeing and engagement needs at a cohort level on a weekly basis. This supports collaboration within and across the PLTs and feeds into student support and intervention. It has also enhanced our communication and collaboration with families and members of Support Groups such as allied health professionals. We have improved our capacity to look for patterns of behaviour, triggers and the development of strategies and solutions so as to respond to student needs and build positive outcomes in engagement and wellbeing.

Another key initiative was to continue in establishing processes and practices that provide students with the opportunity to act as agents of their own learning. Students engaged with their teachers to create their own learning goals based on data and feedback. Teachers explored ways to enhance their practice of providing students the opportunity to give input into how they perceive their learning to be progressing via the Seesaw and Google Classroom platforms. Further examples of these practices include students having choice options for science learning, as well as 'personal preference projects' linked to a range of curriculum areas. Students were also increasingly using self-reflection rubrics in mathematics to identify and make choices about their learning.

Within the Year 5/6 Professional Learning Team and Student Hub, the Leadership Program continued to evolve and be prioritised during face-to-face teaching and the periods of Remote and Flexible Learning.

School Captains and Vice Captains were elected through a rigorous process and they engaged in a range of roles throughout the year, adapted from the initial 2020 plan due to the impact of the pandemic on things such as school events and fundraising.

We are particularly proud of the Virtual Assemblies that were conducted each Friday, which were completely student written and rehearsed, with teacher input only in the filming and compiling for publication on the FCPS Facebook page and website. Further to this was the 'Takeover FCPS' initiative which provided device free activities for students to engage in whilst at home, with all activities coming from student contributions and this saw high levels of engagement across all year levels.

Our ICT Captain developed and published instructional videos teaching other students about Google for Education, and these were used in the planning of learning programs. The Sports Captains organised a Sports Dress Up Day and developed a Physical Activity Matrix for students and families to draw on during the long periods of lockdown. These examples of student voice and agency saw growth in the leadership capabilities of our School Captains and provided an important point of connection throughout the school community at a time of unprecedented challenge.

Delivering on the shared Strategic Plan Goal to 'Establish the FLP as a Precinct of Excellence', a key improvement strategy was to maximise learning growth and collective FLP engagement in STEAM F-9. This included opportunities for staff across the FLP to engage in collaborative learning. In Term 1, a joint meeting was hosted by Footscray High School where the three school's shared their improvement journey and the vision for collaboration within this professional learning community. It was intended that this would be followed by a professional learning series with a focus on curriculum and instructional practice in the area of STEAM, but this did not progress due to the impacts of COVID19.

The STREETworks Mural Project was an initiative that continued despite the pandemic. It saw collaboration between key FLP stakeholders - the schools, Maribyrnong City Council and Victoria University. Students came together for 6 workshops, facilitated by professional artists Heesco, Chuck Hayfield and Julia Both. The artists were commissioned by MCC as part of the StreetWorks initiative. The students engaged in collaborative activities that culminated in a design that incorporated their concepts and the mural was installed with student participation in March 2021. The official launch of the Mural is scheduled for May 2021.

Our engagement results for 2020 based on attendance throughout the periods of face-to-face teaching and Remote and Flexible Learning are outlined below. 'Similar Schools' are a group of Victorian government schools that are like our 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 absence Years Prep to 6
School average number of absence days in 2020 was 12.1 days absence with the 4 year average being 15.1. This is compared to a 2020 State average of 13.8 with a 4 year average of 15.3, and a Similar Schools average in 2020 of 9.1 and a 4-year average of 12.6. In summary, our average attendance exceeds that of the State but is below that of Similar Schools.

Strategies to address non-attendance throughout 2020 included close monitoring by Professional Learning Teams of student participation and the development of documented processes for teams to follow in liaising with families around student attendance. A tiered response was implemented and case-by-case consideration of student engagement was made based on detailed knowledge of the individual context of each child. Supports were offered to families to ensure consistent engagement and participation in learning programs, including on-site attendance during the periods of Remote and Flexible Learning, tailored learning programs (content and quantity) and the provision of additional 1-1 and small group sessions via the Webex platform. All students funded through the Program for Students with Disabilities (PSD) were offered multiple 1-1 online sessions per week with Education Support Staff.

Future directions and strategies
Priorities in 2021 and beyond will include further establishing processes and practices that support student voice, leadership and agency in their own learning and provide students with opportunities to act as partners in school improvement. This requires the development of a continua of learning which enables students to track their own growth, have input into their learning goals and understand how to move forwards.

This will require teachers to continue developing their knowledge of curriculum, instruction and assessment with a focus on aligning the High Impact Teaching Strategies with the learning needs of their students. Developing teacher knowledge and capacity can be achieved through a professional learning program that is based on the FISO Improvement with embedded peer observation and instructional coaching to support this learning.

Wellbeing

During the second period of Remote and Flexible Learning we increased the provision of health and wellbeing initiatives within the program, in response to our own observations of student need and based on feedback from families.This saw the provision of the weekly 'Wellbeing Wednesday' program which provided a range of research-based activities that linked to mental health initiatives, mindfulness and social/emotional regulation. This was overwhelmingly well received by students and families, as evidenced in anecdotal feedback and through surveys conducted by the school to evaluate the Remote and Flexible Learning Program. The provision of this aspect of the learning program continued upon the return to face-to-face teaching in Term 4 on a reduced scale, in acknowledgement of its positive impact and the ongoing need to intervene and support students in this aspect of their learning and development.

Student Attitudes to School
The percent endorsement as reported in the Attitudes to School Survey annually by Victorian Government school students, indicated the percent of positive responses (agree or strongly agree). Please note, due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken in interpreting these results.

Sense of Connectedness
School percent endorsement in 2020 was 79.2% with the 4 year average at 80.2%. This is compared to the 2020 State average of 79.2% and a 4 year average of 80.1% which is matched by the Similar Schools average in 2020 and across the last four years.

Management of Bullying
School percent endorsement in 2020 was 74.1% with the 4 year average at 76.7%. This is compared to the 2020 State average of 78% and a 4 year average of 80.4%. The is compared to the Similar Schools average in 2020 which was 77.5% with a 4 year average of 79.3%.

Future Directions and strategies
Ongoing implementation of SWPBS and Rights, Responsibilities and Respectful Relationships will be crucial in the continued response to student wellbeing needs. Within this will be a focus on student voice, agency and leadership so as to build strong connections and school pride, and opportunities for students to lead initiatives within the school. Further, student learning goals will continue to support the connection between learning, engagement and wellbeing with the use of continuums to guide the identification of priorities and the measuring of growth and achievement.

Financial performance and position

The annual result for 2020 was a surplus of $63,387.00 which was carried over to the 2021 cash budget to support learning programs and school maintenance costs.

Items of extraordinary expenditure in 2020 included:
CRT costs totalling $125 000.00 which was significantly higher than the previous year. This increase is explained by

the use of CRTs to provide the supervision of children onsite during the periods of Remote and Flexible Learning, in addition to FCPS staff. This enabled the school to maintain a safe and orderly learning environment and implement the recommended adult-child ratio during this time. It also enabled us to have limited numbers of FCPS staff onsite, thereby protecting the time for our teachers to deliver the Remote and Flexible Learning Program, monitor/track student learning and provide feedback to students.

Maintenance and Minor works spending totalled $104 734.28, which included spending on projects such as painting classrooms and central areas, replacing carpets in classrooms and upgrades to lighting systems. We received $62 973 in our Student Resource Package, meaning that the school was required to source the difference of $41 761 from our cash budgets to cover these maintenance projects.

Sources of funding the school received include:
~ Equity funding - $10 912.20 was received and used to support the provision of learning intervention programs
~ Net Set Go - $4,000.00 received as a donation and used to fund the provision of ICT devices - iPads and Chromebooks

Voluntary Contributions via the Parent Payment Policy:
~ Student Engagement and Wellbeing Fund - $7 790.00
~ Grounds Fund - $4 070.00
~ Building Fund - $9 390.00

Other sources of funding include:
~ Local Grant received - $20,000.00 for the refurbishment of the student toilets in the Peppercorn Building
~ Local Grant received - $15 000.00 for the STREETWorks Mural Project which enabled the commissioning of professional artists to collaborate with students in the design and installation of the mural on the FCPS Gymnasium
~ Inclusive Boost funding of $18 028.00 which was used for the purchase of specialised technology equipment and applications, sensory kits for classrooms and the provision of social support groups along with professional learning for staff in this area.

Additional State or Commonwealth Government funding the school received beyond the Student Resource Package included:
~ FCPS engaged in Licence Agreements with the Westgate and Westside Basketball Associations, the Western English Language School (WELS), Team Kids (Holiday Care Program) and Camp Australia (Out of School Hours Care) totalling $30 910 in revenue for the 2020 school year.

The funds generated through these licence agreements was used to cover the costs associated with the running of Bluestone Building for the Western English Language School and FCPS Gymnasium, along with the ongoing utilities and maintenance costs for the school which exceed the allocated funding in the Student Resource Package and require the redirection of funds from other revenue areas.

For more detailed information regarding our school please visit our website at
http://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.

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 501 students were enrolled at this school in 2020, 226 female and 275 male.

12 percent of students had English as an additional language and 2 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) which takes into account parents' occupations and education.
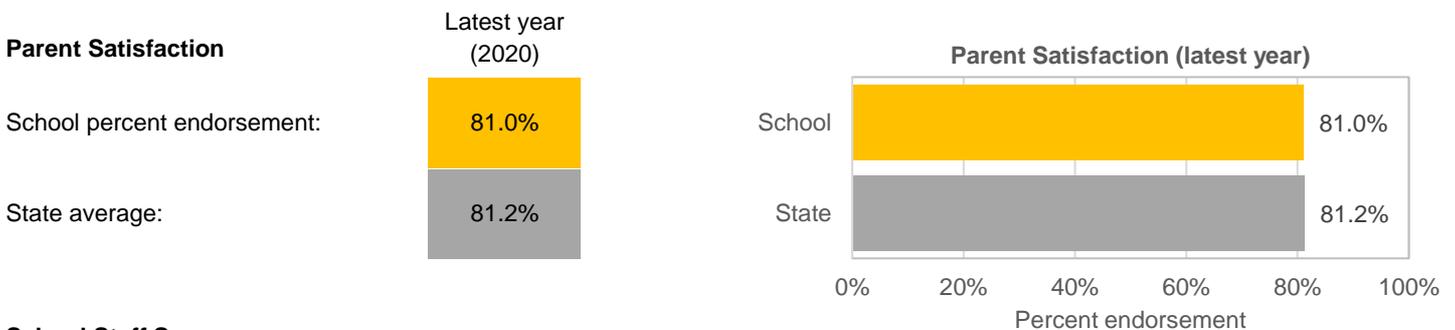
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
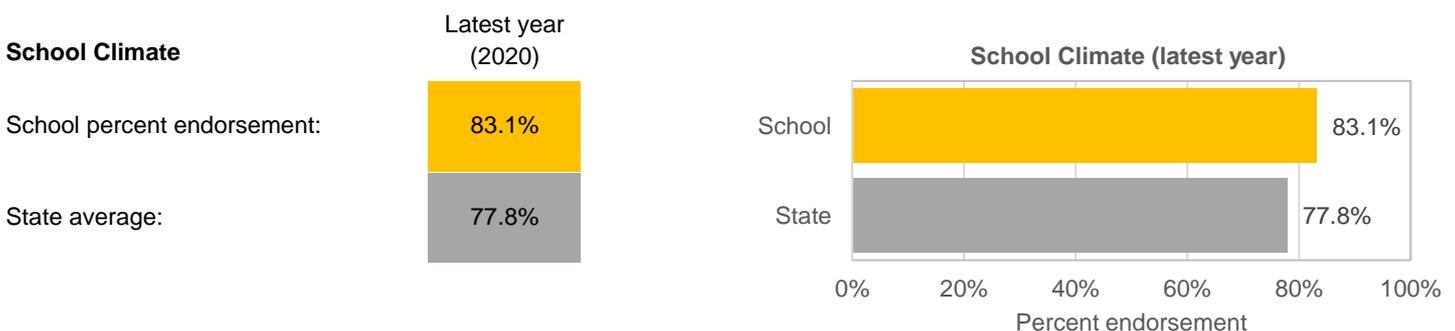
Parent Satisfaction	Latest year (2020)
School percent endorsement:	81.0%
State average:	81.2%

Parent Satisfaction (latest year)

School 81.0%
State 81.2%

0% 20% 40% 60% 80% 100%
Percent endorsement

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.

School Climate	Latest year (2020)
School percent endorsement:	83.1%
State average:	77.8%

School Climate (latest year)

School 83.1%
State 77.8%

0% 20% 40% 60% 80% 100%
Percent endorsement

ACHIEVEMENT

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

Teacher Judgement of student achievement

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

**English
Years Prep to 6**

Latest year
(2020)

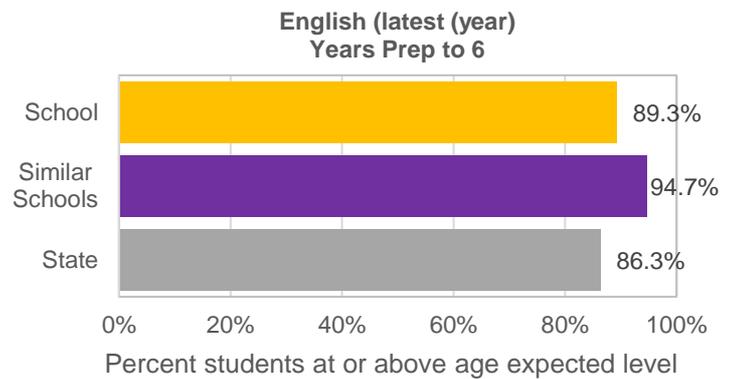School percent of students at or above age expected standards: **89.3%**

Similar Schools average: **94.7%**

State average: **86.3%**

**English (latest (year)
Years Prep to 6**

School — 89.3%
Similar Schools — 94.7%
State — 86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level

**Mathematics
Years Prep to 6**

Latest year
(2020)

School percent of students at or above age expected standards: **92.0%**

Similar Schools average: **94.6%**

State average: **85.2%**

**Mathematics (latest year)
Years Prep to 6**

School — 92.0%
Similar Schools — 94.6%
State — 85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
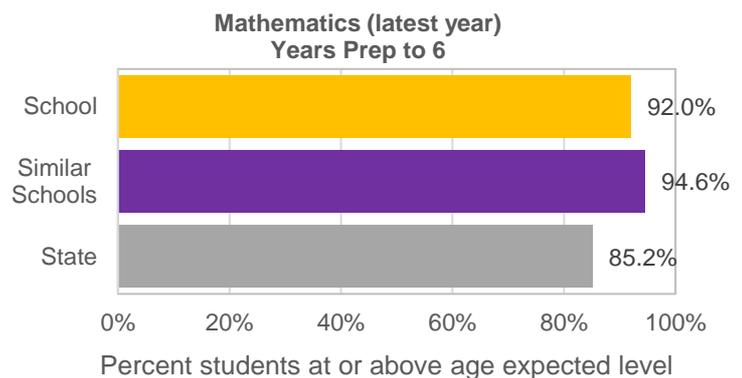
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).
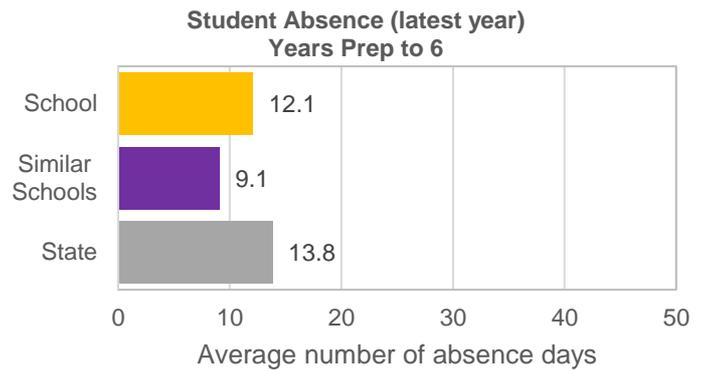
NAPLAN tests were not conducted in 2020.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	12.1	15.1
Similar Schools average:	9.1	12.6
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

	Average number of absence days
School	12.1
Similar Schools	9.1
State	13.8

Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	93%	95%	95%	93%	94%	92%

WELLBEING

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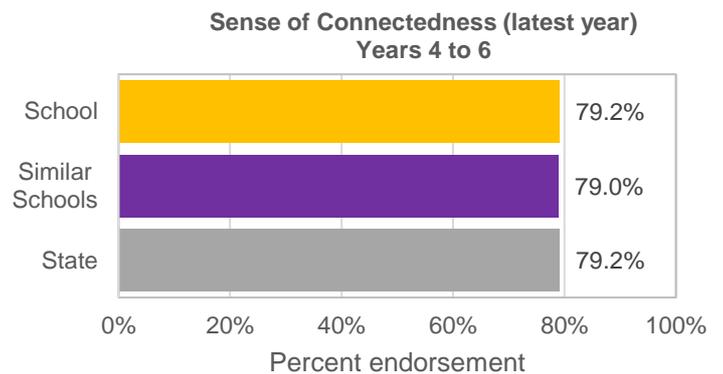
Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	79.2%	80.2%
Similar Schools average:	79.0%	80.1%
State average:	79.2%	81.0%

Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School 79.2%
Similar Schools 79.0%
State 79.2%

0% 20% 40% 60% 80% 100%
Percent endorsement

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	74.1%	76.7%
Similar Schools average:	77.5%	79.3%
State average:	78.0%	80.4%
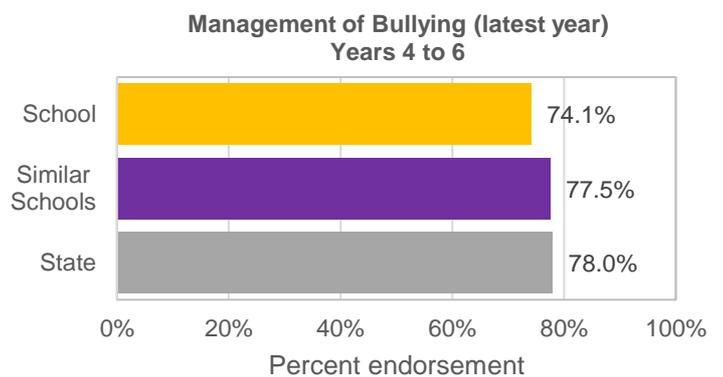
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School 74.1%
Similar Schools 77.5%
State 78.0%

0% 20% 40% 60% 80% 100%
Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$3,862,495
Government Provided DET Grants	$687,659
Government Grants Commonwealth	$1,280
Government Grants State	NDA
Revenue Other	$41,998
Locally Raised Funds	$266,010
Capital Grants	NDA
Total Operating Revenue	**$4,859,441**

Equity [1]	Actual
Equity (Social Disadvantage)	$21,737
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$21,737**

Expenditure	Actual
Student Resource Package [2]	$3,803,204
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	$19,010
Communication Costs	$6,306
Consumables	$121,319
Miscellaneous Expense [3]	$12,338
Professional Development	$3,749
Equipment/Maintenance/Hire	$119,387
Property Services	$344,997
Salaries & Allowances [4]	$9,181
Support Services	$213,730
Trading & Fundraising	$10,196
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$62,403
Total Operating Expenditure	**$4,725,821**
Net Operating Surplus/-Deficit	**$133,621**
Asset Acquisitions	**$26,309**

(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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	$109,352
Official Account	$73,682
Other Accounts	$975
Total Funds Available	**$184,009**

Financial Commitments	Actual
Operating Reserve	$123,688
Other Recurrent Expenditure	$22,292
Provision Accounts	NDA
Funds Received in Advance	$12,206
School Based Programs	$11,103
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	$14,719
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$184,009**

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.