

2019 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 2019 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 21 August 2020 at 12:27 PM by Jessie Hand (Principal)

The 2019 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 24 September 2020 at 05:25 PM by Harriet McCallum (School Council President)

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. 2019 saw the opening of the Gymnasium and Performing Arts Building, funded as part of the State Government's Footscray Learning Precinct.

A total of 477 students were enrolled at this school in 2019, 223 female and 254 male. 12 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

The Student Family Occupation and Education index takes into account parents' occupations and education and this is then used by the DET to determine our Equity funding. For 2019, our Student Family Occupation and Education Index (SFOE) was categorised as HIGH.

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 includes 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 used 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)

Goal 1

To develop creative, curious and reflective learners.

Key Improvement Strategy #1

~ Engage key stakeholders in the development of the FCPS Mission, Vision and Values and embed these in everyday practices of the school.

Framework for Improving Student Learning Outcomes (FISO) Focus Area - Vision, Values and Culture.

Key Improvement Strategy #2

~ Implement School Wide Positive Behaviour Support as a whole-school approach to health, wellbeing, inclusion and engagement.

~ Framework for Improving Student Learning Outcomes (FISO) Focus Area - Setting expectations and promoting inclusion.

Key Improvement Strategy #3

~ Develop the FCPS Concept Scope and Sequence with embedded assessment practices to support intellectual engagement and student motivation.

~ Framework for Improving Student Learning Outcomes (FISO) Focus Area - Intellectual engagement and self-awareness.

The FCPS Mission, Vision and Values are embedded in our communication and collaboration with staff, students and community members and are used as a reference point to acknowledge and celebrate growth and achievement. The implementation of the SWPBS Framework has supported all staff to implement consistent practices in supporting student engagement and wellbeing and responding to needs in accordance with agreed processes.

Professional Learning and collaboration around the implementation of the Victorian Teaching and Learning Model has seen growth in teacher knowledge and practice. Teams are consistently designing units of learning that take into account student interests and prior knowledge and which provide choice of learning activities based on agreed goals and with a focus on learning strategies that support success for each student.

Goal 2

To maximise student learning growth across the curriculum with a focus on writing and mathematics

Key Improvement Strategy #1

~ To develop a documented curriculum plan, assessment practices and shared pedagogical approaches in the development and delivery of mathematics learning.

~ Framework for Improving Student Learning Outcomes (FISO) Focus Area - Curriculum Planning and Assessment.

Key Improvement Strategy #2

- ~ To develop a documented curriculum plan, assessment practices and shared pedagogical approaches in the development and delivery of writing learning.
- ~ Framework for Improving Student Learning Outcomes (FISO) Focus Area - Curriculum Planning and Assessment.

Key Improvement Strategy #3

- ~ To build the knowledge and capacity of Professional Learning Teams to deliver differentiated learning programs and monitor the growth of every child.
- ~ Framework for Improving Student Learning Outcomes (FISO) Focus Area - Evidence-based high-impact teaching strategies.

Alignment of curriculum instruction and assessment has continued to improve through the development and implementation of Essential Learnings, Proficiency Scales and Common Formative Assessments for Learning Cycles in the areas of Mathematics and Writing. Student learning data was analysed weekly within Professional Learning Teams so as to diagnose student learning needs, differentiate learning programs and track student growth and achievement. Implementation of instructional coaching by Assistant Principals and Learning Specialists supported Professional Learning Teams to implement these Learning Cycles with this instructional coaching also being informed by goals teams had created in relation to High Impact Teaching Strategies (HITS).

SMART Spelling was implemented as a whole school approach to the teaching of spelling with evidence of growth in spelling accuracy in writing and the application of increased phonological awareness in reading programs.

Goal #3

To empower students as leaders and enhance student agency in their own learning.

Key Improvement Strategy #1

- ~ Implement School Wide Positive Behaviour Support as a whole-school approach to health, wellbeing, inclusion and engagement.
- ~ Framework for Improving Student Learning Outcomes (FISO) Focus Area - Setting expectations and promoting inclusion

Key Improvement Strategy #2

- ~ Establish 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.
- ~ Framework for Improving Student Learning Outcomes (FISO) Focus Area - Empowering students and building school pride.

Key Improvement Strategy #3

- ~ To increase student intellectual engagement and stimulation through learning programs that are interesting, personally relevant and appropriately challenging.
- ~ Framework for Improving Student Learning Outcomes (FISO) Focus Area - Intellectual engagement and self-awareness.

Key components of Tier One of the SWPBS Framework have been implemented across the school and this will continue as a priority in 2020. We have developed common language, vision and experience across the school, established a leadership group for this initiative and we have a clearly defined set of expected behaviours - expectations and rules - developed with input from all key stakeholders.

Students collaborate with their classroom teachers to develop learning goals in the areas of English and Mathematics and these are tracked through guided practice and conferences, with digital learning portfolios used to gather evidence of growth and achievement against these learning goals. Student leadership teams have influenced the development of school events and practices and the improvement of facilities through formal feedback processes and decision making forums.

Professional Learning Teams have developed and implemented assessments to identify student learning needs and interests, and the e5 pedagogical model has been used to plan and deliver student learning programs that incorporate

goals developed by students around topics of interest within the Concept Curriculum Units.

Achievement

Achievement

In 2019 at Footscray City Primary School we have continued to work on our strategic plan goal of improving student learning outcomes in the areas of Mathematics and Writing. For the purposes of the Annual Report, Writing data is presented as results in English, which encompasses the Reading, Writing and Speaking and Listening components of the Victorian Curriculum.

'Similar School Comparison' is a way of comparing school performance to similar schools in Victoria that takes into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school. This is referred to throughout the Annual Report as a key part of our analysis of performance.

Mathematics

The percentage of students in year levels Foundation to 6 working at or above the expected standard in Mathematics based on teacher judgement against the Victorian Curriculum was 95.2% which sees us ranked as performing at a similar level to schools in Similar School Comparison. That is, our teacher judgments in Mathematics matched that of schools with a similar socio economic profile.

The percentage of students in the Top 2 Bands of testing in NAPLAN Numeracy at year level 3 saw us ranked as performing above the level of schools in Similar School Comparison. The percentage of students in the Top 2 Bands of testing in NAPLAN Numeracy at year level 5 saw us performing slightly below the level of schools in Similar School Comparison. Our analysis of this and corresponding school improvement priorities being implemented in response are provided below.

The 4 year average (trend) for FCPS students performing in the Top 3 Bands in Mathematics at Year 3 is 83.8% which far exceeds the State 4 year average of 67.1%. At Year 5 our four year trend for the Top 3 Bands in Mathematics is 69.5% compared to the State 4 year average of 56.3%, again seeing us far exceeding the State and these results are what you would expect based on the socioeconomic profile of our students and the size and location of the school. The comparison to Similar Schools is not available for this 4 year trend analysis.

Priority areas identified for 2020 based on analysis of this data - Mathematics:

Key Improvement Strategy - To implement a problem-solving approach to mathematics which supports differentiation for individualised learning needs.

The school expects to see the following Outcomes (changes in knowledge, skills or behaviours):

- ~ Leaders will implement a Peer Observation and instructional coaching model that responds to student and teacher needs in the area of Problem Solving.
- ~ Professional Learning Teams will implement, monitor and evaluate a consistent teaching and learning program in classrooms that develops student problem solving competencies and contributes to student learning growth.
- ~ Students will participate in a learning program that matches their individual learning needs and they will use the proficiency scales to inform the development of learning goals and to track their progress.

Success Indicators:

- ~ The Numeracy School Improvement Team will lead the documentation of a research based and agreed upon approach to problem solving at FCPS.
- ~ Essential Learnings Maths Map will be completed for all mathematics strands Foundation - Level 6.
- ~ Professional Learning Teams will record, implement and moderate deep, rich problem-solving questions in their learning cycles - learning programs and documentation.
- ~ Whole school rich assessment tasks will be developed and documented that enable moderation (aligned concepts).

English

The percentage of students in year levels Foundation to 6 working at or above the expected standard in English based on teacher judgement against the Victorian Curriculum saw us ranked as performing above the level of similar schools in the Similar School Comparison. That is, our teacher judgments in English (Reading, Writing and Speaking and Listening) exceeded that of schools with a similar socio economic profile.

The 4 year average (trend) for FCPS students performing in the Top 3 Bands in Reading at Year 3 is 92.4% which far exceeds the State 4 year average of 73%. At Year 5 our four year trend for the Top 3 Bands in Reading is 75% compared to the State 4 year average of 64.1%, again seeing us exceed the State and these results are what you would expect based on the socioeconomic profile of our students and the size and location of the school. The comparison to Similar Schools is not available for this 4 year trend analysis.

Our results in Writing as measured by the NAPLAN Testing Program also indicate improvement in the development and implementation of learning and teaching programs with particularly pleasing results for our students in Year 3. For example, the NAPLAN Year 3 Writing target was that 67% of our students will be assessed in the Top Two Bands for Writing. The 2019 NAPLAN results indicated that 80% of our students performed in the Top 2 Bands, exceeding our target and out performing Similar Schools (64%).

The student achievement data at year 5, as measured by the NAPLAN Testing Program, was less resounding for this cohort. Our target was that 56% of students in year 5 will be assessed in the Top 2 Bands for Writing and our result was that 26% achieved at this level. We were disappointed with this result as it is a target not met and our analysis of the data indicates that many students performed in this test in a way that is not consistent with their achievements in the classroom program. However the data across the State indicates that this a challenge that all schools are grappling with as writing results dip from year 5 onwards and we are committed to bucking this trend and we did indeed out perform Similar Schools in year 5 Writing, compared to their 22% in the Top Two Bands.

Priority areas identified for 2020 based on analysis of this data - Writing:

Key Improvement Strategy - To implement a guaranteed and viable, research based approach to writing to ensure high levels of student engagement and rigour.

The school expects to see the following Outcomes (changes in knowledge, skills or behaviours):

- ~ Leaders will implement professional learning and instructional coaching programs that build the capacity of Professional Learning Teams to embed Writer's Notebook and/or Writer's Workshop in their writing programs.
- ~ Teachers will understand the role of explicit instruction within a high quality writing program and build their capacity to analyse mentor texts so as to design engaging and rigorous learning programs.
- ~ Students will analyse the writing craft of authors in high quality mentor texts and apply these techniques in their own writing.

Success Indicators:

- ~ Professional Learning Program that builds teacher knowledge of the 6+1 Traits of Writing.
- ~ Instructional coaching program that builds the capacity of Professional Learning Teams to implement the 6+1 Traits of Writing.
- ~ Professional Learning Teams documentation - learning cycles, work programs and moderation of CFAs.
- ~ Increased levels of student engagement and efficacy - measured through student surveys designed from the CITW Handbook.
- ~ Production of class books - minimum of one book per class per term.
- ~ Alignment of mentor texts to year levels, cross-curricular programs and concept units of learning.

Engagement

Our students have a strong sense of connectedness to their peers and their school and we are proud of the strong student endorsement of the sense of inclusion students experience at Footscray City Primary School.

In the area of student engagement, this work is ongoing and strategically planned. We have referenced the 'Empowering Students and Building School Pride' component of the Framework for Improving Student Learning Outcomes (FISO) to inform the development of our school improvement actions, as well as DET resources embedded in the Victorian Teaching and Learning Model - insert link.

The 2019 year saw us focus on building the capacity of Professional Learning Teams to implement the Victorian and Teaching and Learning Model with a particular focus on our Concept Curriculum Programs Foundation - Year 6.

The development of the FCPS Concept Scope and Sequence with a focus on the instructional model and the embedding of assessment practices was work that had as its intended outcome to increase levels of intellectual engagement and student motivation.

Our school improvement actions to enhance levels of student engagement have included:

- ~ Teachers giving students a choice of learning activities based on agreed goals and with a focus on learning strategies that support success for each student.
- ~ Teachers supporting students to actively engage with their learning goals and planning, monitoring and evaluating their own learning.
- ~ Students trialing different strategies to enhance their thinking and learning.
- ~ Teachers modifying and adapting instruction to each student's ability and provide feedback to assist all learners to continually improve their learning.

To measure the impact of these actions on levels of student engagement we set targets for our 2019 Attitudes to School Survey. These targets and the 2019 outcomes are:

- ~ Stimulating Learning - Target of 82% was not met with a result of 70% compared to 79% for similar schools.
- ~ Student Motivation and Interest - Target of 86% as not met with a result of 72% compared to 80% for similar schools.
- ~ Student Learning Confidence - Target of 85% was not met a result of 79% compared to 81% for similar schools.

We also set a target for measuring school improvement based on our Parent Opinion Survey. For the area of 'Stimulating Learning Environment' we set a target of 95% approval in 2019. We did not meet this target, with a result of 87% but this was still greater than the 82% endorsement for similar schools.

These results confirm that whilst there are strengths to our programs and practices, we need to maintain our commitment to drawing on research based practices in the area of Student Engagement and build our capacity to provide opportunities for student feedback about how they are experiencing the learning programs and student input in the decisions being made about the design and implementation of learning programs.

Another key component of our school improvement priorities in the area of Engagement has been improving our practices in relation to student voice and agency.

We understand that student voice provides opportunities for students to collaborate and make decisions with adults around what and how they learn and how their learning is assessed, and that this is known to lead to improved educational outcomes.

Highlights in this area have been the leadership programs conducted in senior areas of the school where ~ student leadership teams influence the development of school policies and practices and the improvement of facilities through formal feedback processes and decision making forums. Access to leadership roles and training has enhanced the opportunities of students to develop their communication and decision-making skills, particular with our participation in the Footscray Learning Precinct Student Action Teams and STEAM Laboratories.

We understand that student agency refers to the level of autonomy and power that a student experiences in the learning environment. Agency gives students the power to direct and take responsibility for their learning, creating independent and self-regulating learners.

Our approach to Curriculum, Instruction and Assessment at FCPS sees every child working closely with their

classroom teacher to develop individual learning goals across curriculum areas. This sees students have the opportunity to collaborate and make decisions around what and how they learn, and how their learning is assessed by teachers and peers. Our use of Digital Learning Portfolios provides students with a platform to monitor their progress against these learning goals, and communicate this with their families. Guided practice and conferences are used to provide timely feedback to students and for them to engage in self-reflection about their growth and achievement.

Our outcomes in the area of student engagement as measured by the 2019 Attitudes to School Survey were:

- ~ Student Self-regulation and Goal Setting - 77% endorsement compared to 85% for similar schools
- ~ Student Voice and Agency - 63% endorsement compared to 69% for similar schools

Our outcomes in the area of student engagement as measured by 2019 Parent Opinion Survey were:

- ~ Student Voice and agency - 80% endorsement compared to 79% for similar schools

We have high expectations of ourselves and of our students and so we are disappointed with student survey results that see us performing below that of similar schools. These results confirm the need to continue to focus our school improvement priorities in the areas of student engagement and we have identified a range of focus areas in our 2020 Annual Implementation Plan. These include:

- ~ Professional learning for teachers about The Victorian Teaching and Learning Model using the FISO Improvement Cycle as a key action in delivering learning programs that spark curiosity, are personally relevant and appropriately challenging.
- ~ Development and implementation of student surveys to gain input from the children as to what they want to learn and how they want to learn it in collaboration with their peers.
- ~ Workshops with students to analyse the survey data and develop recommendations for improvement actions.
- ~ Engagement in a Community of Practice within our network with a focus on Student Voice and Agency, particularly drawing on the practices of those schools who are performing above us in these areas.

As a member of the Footscray Learning Precinct, we are committed to developing the FLP as a precinct for excellence with key improvement strategies including maximising learning growth and collective FLP engagement in STEAM across year levels Foundation - Year 9. We will develop teacher curriculum knowledge and curriculum documentation in the area of STEAM and provide opportunities for student voice and agency in STEAM learning across the FLP.

In 2019 FCPS continued to work with families to ensure students were at school and learning. The school continued to make contact with families on a daily basis requesting that they notify the school of their child's/children's absences and extended periods of absence were followed up with either written correspondence to parents or the schedule of Student Support Group meetings to develop strategies to support increased attendance. Parents choosing to take extended family holidays worked with their classroom teacher to receive and implement a revised learning program for this period.

Wellbeing

In the area of Student Wellbeing, our Key Improvement Strategy in 2019 was the implementation of the School Wide Positive Behaviour Support Framework as a whole-school approach to health, wellbeing, inclusion and engagement. This links directly to the 'setting expectations and promoting inclusion' component of the Framework for Improving Student Outcomes (FISO).

The implementation of Tier One of SWPBS has seen us lay the foundation for the implementation of behaviour management, wellbeing and engagement strategies that are evidence based and sufficiently flexible to support all students. We have collaborated with parents/carers and students to implement these practices consistently across the school. We have continued to approach student learning, engagement and wellbeing with an expectation that all learning environments are safe, welcoming and on-task learning is respected and prioritised.

All students at FCPS have an Individual Learning Plan with goals developed in the areas of English, Mathematics and Personal and Social Capabilities (as required based on individual need). Through these Individual Learning Plans and

the operation of Student Support Groups for PSD funded children and children with a diagnosed condition that relates to directly to their learning, engagement and wellbeing needs, the school has worked with parents/carers to develop the social and emotional skills in self-managing learning and behaviour.

In the area of student wellbeing, we set a target for achievement as measured by the Attitudes to School Survey of 89% endorsement in the area of School Connectedness. This was an ambitious target that reflects our high expectations for teacher practice, school operations and student learning, engagement and wellbeing. In 2019 we did not meet this target, instead receiving a 79% endorsement in this category. We are analysing this data to identify the practices that can be enhanced and/or introduced to attend to this, but we were reassured to see that this result matched similar schools. Also, our three year trend in this area of the survey indicates a 7% variance which we consider to be a consistent endorsement from the students.

Another measure of our positive impact on student wellbeing that we have used in the period of this School Strategic Plan (2017-2020) has been School Pride and Confidence as measured by the Parent Opinion Survey. We set a 2019 target of 90%, with this target again reflecting the high expectations we have of ourselves and of the overall performance of the school. The parent endorsement in this area for 2019 was 95% which means that we exceeded our target and out-performed similar schools who received an average of 88% endorsement. It is also pleasing to see that this represents high performance and a steady rate of improvement over the last three years (2017 - 90% endorsement and 2018 - 94% endorsement).

To support our ongoing school improvement in the area of student wellbeing, we will prioritise the following outcomes in 2020:

- ~ Student voice and agency is used to help develop and promote school anti-bullying and behavioural policies.
- ~ High expectations around student behaviour and learning is documented in policies and guidelines and are promoted to the school community.
- ~ Students are familiar with behaviour expectations and consequences for inappropriate behavior.
- ~ The FCPS curriculum plan includes explicit instruction on bullying prevention, conflict resolution and pro-social behaviours.
- ~ Targeted interventions for students and cohorts to support pro-social and self-regulating behaviours.

Financial performance and position

The net operating surplus for 2019 was \$195 389. This was carefully managed to accommodate the continued expenditure through the Furniture, Fittings and Equipment Funding throughout the 2020 year. This related specifically to the costs associated with the management of the Gymnasium and Performing Arts Building delivered by the VSBA through the Footscray Learning Precinct in Term 3 of 2019. This building is yet to be included on the SAMS Plans for Footscray City PS and so there is no allocation of funds in our SRP to support the payment of the utilities and cleaning costs associated with running the building. Our responsible approach to financial management means that we are allowing for a buffer that will accommodate planned for and unexpected expenditure for our buildings, particularly as this relates to utilities, cleaning and maintenance.

Further to this we managed our financial assets to ensure additional funds were available to cover the costs of playground refurbishments (required due to Capital Project as part of the Footscray Learning Precinct) which totalled \$20 515 and to allow for the costs associated with a growing student population and the need to establish new classroom/learning environments for the following school year.

Other items of extraordinary expenditure in 2019 include:

- ~ Refurbishment of Vegetable Garden
- ~ Implementation of recommended actions from the Mould and Moisture Report for the Bluestone Building

In 2019 the funds received through the Parent Payment Policy exceeded what was projected with an increase in the return of fees and voluntary contributions from the previous year. We acknowledge the high level of engagement and generous support of the school from our families and can provide the following details:

- ~ Student Engagement and Wellbeing Fund - \$7 600

~ Buildings Fund - \$7 900
~ Grounds Fund - \$4 300
Total - \$19 800

Other sources of revenue for FCPS throughout the 2019 year included:

~ Local Schools Community Fund Application resulted in a \$20 000 grant
~ VSBA Library Grant - \$6 300
~ Inclusion Boost Funding - \$8 000
~ Footscray Learning Precinct Payment for CRT coverage - \$10 000

Future projects in 2020 to enhance the Buildings and Grounds provision for students, families and staff include the refurbishment of the toilets in the Peppercorn Building, repair of termite damage in the Peppercorn Building, replacement of carpets in classrooms located in the Peppercorn and Main Buildings, painting of classrooms and shared spaces in the Peppercorn and Main Buildings and the replacement of infected trees and associated refurbishments of playground areas, installation of new playground and shade sails in replacement of damaged equipment and to accommodate increased student enrolments.

For more detailed information regarding our school please visit our website at
<http://www.fcps.vic.edu.au/>

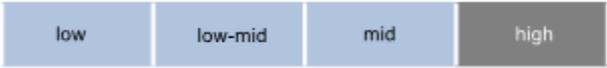
Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 477 students were enrolled at this school in 2019, 223 female and 254 male.</p> <p>12 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>Key: Similar School Comparison</p> <ul style="list-style-type: none"> Above (Dark Teal Circle) Similar (Light Teal Circle) Below (Blue Circle) <p>Above </p> <p>Similar </p>

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school: ● Median of all Victorian Government Primary Schools: ◆		● Above	● Similar
			● Below
Achievement	Student Outcomes	Similar School Comparison	
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Above ●</p> <p>Above ●</p>	
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Below ●</p> <p>Above ●</p>	

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>44%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>51%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>46%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>56%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>56%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	44%	31%	Numeracy	31%	51%	18%	Writing	28%	46%	26%	Spelling	23%	56%	21%	Grammar and Punctuation	23%	56%	21%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>90 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	90 %	92 %	91 %	91 %	92 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	90 %	92 %	91 %	91 %	92 %	91 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Similar ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,555,985	High Yield Investment Account	\$118,393
Government Provided DET Grants	\$619,752	Official Account	\$22,928
Government Grants Commonwealth	\$5,464	Other Accounts	\$1,932
Revenue Other	\$9,915	Total Funds Available	\$143,253
Locally Raised Funds	\$452,709		
Total Operating Revenue	\$4,643,824		
Equity¹			
Equity (Social Disadvantage)	\$19,375		
Equity Total	\$19,375		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,490,902	Operating Reserve	\$143,253
Communication Costs	\$7,772	Other Recurrent Expenditure	\$24,247
Consumables	\$102,791	Total Financial Commitments	\$167,500
Miscellaneous Expense ³	\$372,528		
Professional Development	\$8,728		
Property and Equipment Services	\$365,114		
Salaries & Allowances ⁴	\$5,628		
Trading & Fundraising	\$38,189		
Utilities	\$56,783		
Total Operating Expenditure	\$4,448,435		
Net Operating Surplus/-Deficit	\$195,389		
Asset Acquisitions	\$23,980		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

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

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

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

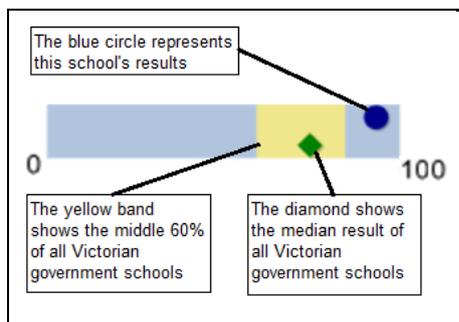
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').