



FOOTSCRAY CITY PRIMARY SCHOOL

2019 PRINCIPAL'S REPORT

Our 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

Our MISSION

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

Our VALUES

At Footscray City Primary School we are a diverse and inclusive COMMUNITY that values:

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

PRINCIPAL'S MESSAGE

I'm pleased to present the Principal's Report for 2019. The Principal's Report (our annual report to the community) provides an opportunity for the principal and school council to share the year's achievements and progress with the school community. This includes reflecting on the school's performance, and how improvement efforts have impacted student outcomes. We invite you to view this document and gain insights into our achievements comparative to the State and similar schools in a range of school improvement priority areas.

Footscray City Primary School has a long and proud history dating back to 1877 - 2019 marks 142 years of our school's existence! Over these years we have established a strong community connected by our love of learning, by our aspirations for the future, by our commitment to giving back to the people and the environment that we share. We care about each other and we care about our school. I am proud of all our students and teachers and the success we have experienced as a diverse and inclusive community.

On behalf of the FCPS staff, I thank you for your part in the growth and achievement of our school, and wish for all our precious students that they continue to learn, thrive and contribute within our community and beyond.



2019 At A Glance

477
Students

223 female, 254 male

12% English as additional language

1% ATSI (Indigenous)

44

Staff

HIGH

Our student Family Occupation
& Education Index

79%

Students who felt
connected with the school.

84%

4 year average of Year 3 students in
Top3 Band in NAPLAN mathematics
compared to 67% state average.

69%

4 year average of Year 5 students in
Top3 Band in NAPLAN mathematics
compared to 56% state average.

92%

4 year average of Year 3 students in
Top3 Band in NAPLAN reading
compared to 73% state average.

75%

4 year average of Year 5 students in
Top3 Band in NAPLAN reading
compared to 64% state average.

Strategic Goals



The school's Annual Implementation Plan set out three goals for 2019. We are happy to report on our actions and achievements towards meeting those goals.

Goal 1: To empower students as leaders and enhance student agency in their own learning

Over the last year we have:

- Enabled students to collaborate with classroom teachers to develop learning goals in English and Maths.
- Created formal feedback processes and decision-making forums for student leadership teams to influence school events, practices, and improvements to facilities.
- Implemented assessments that allow Professional Learning Teams to identify student learning needs and interests.
- Planned and delivered student learning programs that incorporate student goals around topics of interest within the Concept Curriculum Units.

Goal 2: To develop creative, curious and reflective learners

Over the last year we have:

- Implemented the School-wide Positive Behaviour Support (SWPBS) framework.
- Designed units of learning that take into account student interests and prior knowledge.
- Embedded the FCPS mission, vision and values as a reference point to acknowledge and celebrate growth and achievement.

Goal 3: To maximise student learning growth across the curriculum with a focus on writing and mathematics

Over the last year we have:

- Improved alignment of curriculum instruction and assessment.
- Undertaken weekly analysis of student learning data to diagnose student learning needs, differentiate learning programs and track student growth and achievement.
- Implemented SMART Spelling as a whole school approach to the teaching of spelling.

Academic Achievements



Maths

Our teachers assessed 95.2% of our students as working at or above the expected standard in maths.

At Year 3, the percentage of students in the Top 2 Bands of testing in NAPLAN Numeracy saw us ranked as performing above other similar schools. At Year 5, we performed slightly below similar schools in the Top 2 Bands.

The four-year average for FCPS students performing in the Top 3 Bands in Mathematics at Year 3 is 83.8% which far exceeds the statewide four-year average of 67.1%.

At Year 5 our four-year average for the Top 3 Bands in Mathematics is 69.5% compared to the statewide four-year average of 56.3%.

We are far exceeding the state average, and this is a result you would expect based on the socioeconomic profile of our students and the size and location of the school.

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 was 95.2%, which saw us ranked as performing above the level of similar schools in the Similar School Comparison. That is, our teacher judgments in English exceeded that of schools with a similar socio-economic profile.

At Year 3, 80% of our students performed in the Top 2 Bands for NAPLAN Writing, exceeding our target (67%) and out-performing similar schools (64%). At Year 5, 26% of students performed in the Top 2 Bands, not meeting our target (56%), but out-performing similar schools (22%).

The four-year average for FCPS students performing in the Top 3 Bands in Reading at Year 3 is 92.4% which far exceeds the statewide four-year average of 73%. At Year 5 our four-year average is 75% compared to the statewide four-year average of 64.1%. Again, we are far exceeding the state average.

Student 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 FCPS.

In 2019, we undertook school enhancement actions across two themes: intellectual engagement and student motivation; and student voice and agency. The following actions aimed to increase levels of intellectual engagement and student motivation:

- 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 providing feedback to assist all learners to continually improve their learning.

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. Student agency refers to the level of autonomy and power that a student experiences in the learning environment.

To encourage voice and agency, we undertook the following actions:

- Providing students with access to leadership roles and training to enhance opportunities to develop their communication and decision-making skills, particular with our participation in the Footscray Learning Precinct Student Action Teams and STEAM Laboratories.
- Creating feedback processes and decision-making forums for student leadership teams to influence school events, practices, and improvements to facilities.



- Enabling every child to work closely with their classroom teacher to develop individual learning goals across curriculum areas.

We used student and parent feedback to measure the success and impact of our work on student engagement. From the 2019 Attitudes to Learning survey, we charted the following outcomes:

- Stimulating Learning - 70% endorsement compared to 79% for similar schools
- Student Motivation and Interest - 72% endorsement compared to 80% for similar schools.
- Student Learning Confidence - 79% endorsement compared to 81% for similar schools.
- 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.

From the Parent Opinion Survey, we received the following outcomes:

- Student Voice and agency - 80% endorsement compared to 79% for similar schools.
- Stimulating Learning Environment - 87% endorsement compared to 82% for similar schools.

Our results confirmed the need to continue our school improvement priorities for student engagement. To address this, the following actions are included in our 2020 Annual Implementation Plan:

- Professional learning for teachers about The Victorian Teaching and Learning Model using the Framework for Improving Student Outcomes.
- 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 schools who are performing above us in these areas.

Student Well-being



Our Key Improvement Strategy for student well-being was the implementation of the School Wide Positive Behaviour Support (SWPBS) Framework as a whole-school approach to health, well-being, inclusion and engagement.

The SWPBS laid the foundation for the implementation of behaviour management, well-being 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 with the expectation that all learning environments are safe, welcoming and on-task learning is respected and prioritised.

Along with Individual Learning Plans for each student, the school has worked with parents/carers and Student Support Groups to develop the social and emotional skills in self-managing learning and behaviour.

In 2019 we set a target for 89% endorsement in the area of School Connectedness as measured by the Attitudes to School Survey.

This was an ambitious target that reflects our high expectations for teacher practice, school operations and student learning, engagement and well-being. We did not meet this target, instead receiving a 79% endorsement. However, our three year trend indicates a 7% variance which we consider to be a consistent endorsement from the students.

To support our ongoing improvement in the area of student well-being, 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 and are promoted to the school community.
- Students are familiar with behaviour expectations and consequences for inappropriate behaviour.
- 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.

2019 Committees

School Council

Harriet McCallum (President)
Thinh Nguyen (Vice-President)
Alison Farr
Amanda Armstrong
Daniel von Sturmer
Fiona Brink
Koto Fukushima
Jessie Hand
Josephine Diaco
Juliet Taylor
Nathan Quadros
Raoul Endres

Education Sub-Committee

Bruce Gladwin
Catherine Broadbent
Christine Purcell
Deanne Thiedeman
Fiona Brink
Geoff Collinson
Juliet Taylor
Leigh McHenry
Tania Taihan
Nathan Quadros
Rebe Taylor
Tauseef Gulrez

Buildings & Grounds Sub-Committee

Clive Silvester
Colin McEvoy
Andrew Livingston
Joel Carr
Paul Sheehan
Koto Fukushima
Georgia Hanley
Stuart Moore
Simon Obarzanek
Thinh Nguyen

Fundraising And Community Engagement Sub-Committee

Amanda Armstrong
Cathy Koman
Daniel von Sturmer
Deanne Thiedeman
Joyce Watts
Rachel Coghlan
Tania Kaniz,

Student Leadership Group

Kashif Sawudi (School Captain)
Katya Brogc (School Captain)
Maya Kammimura (School Vice Captain)
William Bomar (School Vice Captain)

School Representative Council

Arrow Wynter	Matilda Antoniou
Auden Thomas	Wyatt Pagan
Caitlyn Power	Raphael de Araujo
Caleb Hawkes	Rosa Nicholson
Frankie Howard	Sacha Horne
Uriel Leiu	Wyatt Wilson
Kasia Sandhu	Zac Day
Maggie Fleming	Zoe Higgins
Marlon Moncrieff	

Environmental Representative Council

Audrey McDonald	Luka Brgoc
Eva McKenzie	Matilda Waller
Sophie Buckley	Phineas Wilton
Hamish Eltham	Sam Fonte
Ivan Tadinac	Thomas Janssen
Jasper Carr	Tuffy Sano
Julia Fonte	Violet Henwood
Kitana Tapasu	