



Department of Education and
Early Childhood Development

2012 Annual Report to the School Community

Footscray North Primary School
School Number: 4160



Footscray North Primary School

Footscray North Primary School is committed to delivering a high quality and comprehensive curriculum to our students. Our primary curriculum focus is in the areas of Literacy, Numeracy and I.T. and we will continue to target these areas with added personnel and resources in 2013. Our staffing profile in 2012 comprised of 19 teaching staff and 5.5 education support staff.

The school is extremely proud of the very strong gains in our academic results in 2012. Our Naplan results showed that our Year 3 students performed above the state level in all areas with our Year 5 students showing very strong academic gains. We aim to continue this level of improvement in all areas of the curriculum and across all year levels. Student attendance is also above other schools. FNPS is a school that prides itself on the multicultural diversity of its students. We have developed a rich curriculum that takes on a global perspective and fosters our school values of excellence, responsibility, integrity, respect, inclusion and caring. The school has successfully introduced a 1:1 laptop program for students in Years 3-6 and has added to this program through the introduction of a 1:1 iPad program. This will ensure that our students have access to 21st Century learning and will enable further development of skills with digital technology. Our new Senior Learning Area for our Year 5/6 students was a great success in 2012. This area includes a flexible learning space where our senior students can work together and explore learning in a modern and purposefully built environment. Our senior students are encouraged to take on leadership roles throughout the school.

Our strong academic results have been obtained through a concerted focus on Literacy and Numeracy across the school. All classrooms have their own classroom library and students are supported in their literacy learning through strong teaching programs. Mathematics is used extensively throughout the school with the focus being on developing a deep understanding of mathematical concepts.

Our sporting program continues to build with 2012 being our most successful year in Athletics. Two of our students reached State Level competition. Students are also able to access a wide range of extra-curricula activities including an Active After School Program, lunchtime tennis coaching, soccer coaching through the Genova Soccer Association, Tae Kwon Do and various links with local sporting groups. Our school is very fortunate to have four full size tennis courts as well as a football oval and two soccer fields. Students can also access extra-curricula programs that include Homework Club, Dance Group, the Gardening Club and Music Program.

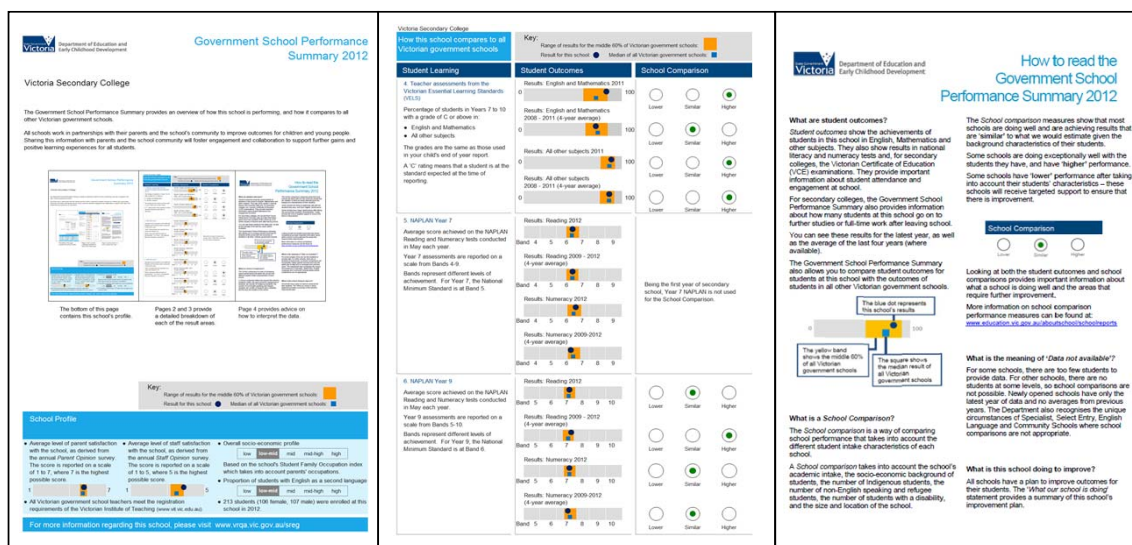
A particular strength of the school is its strong link to its community. In 2012, the school trialled a reading initiative with the Delta Dogs Society and the Maribyrnong Council. Students in Preps were able to share their reading with a handler and her dog. This program attracted a great deal of interest across the state and was part of a program that was nominated for an award for Early Years Literacy. Community nights are a regular occurrence – where all members of the community come together to celebrate and to share student achievements. Our link with our neighbouring university, Victoria University has enriched our delivery of teaching programs in many curriculum areas with students working with staff and pre-service teachers from V.U. in areas as diverse as Science and Sport. Footscray North Primary School is also one of a select group of schools that is a hub school for the University Of Melbourne, Masters of Education Program. In 2013, we introduced Performing Arts across the school following the highly successful introduction of the program in years P-2 in 2012. Our concert last year was a highlight of the school calendar and is now a yearly part of our school calendar. Footscray North Primary School is proud of its place in providing high quality education to children in our area with highly trained and professional staff, high quality learning that uses 21st Century technology, a curriculum that uses explores learning with a global perspective and a community with a rich diversity of backgrounds.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Footscray North Primary School achieved strong academic results in 2012. These results included our Year 3 students achieving above state level in all areas of Naplan and our Year 5 students showing outstanding growth in all areas. The development and implementation of a comprehensive curriculum and assessment schedule have assisted staff to continually develop strong teaching programs based on the analysis of student work and outcomes.</p> <p>There continued to be a concerted effort by all staff to use indepth analysis of student results to guide the teaching program as well as providing the focus for the resourcing of programs.</p> <p>The school's curriculum continued to focus on Literacy and Numeracy. To support these two areas, the school identified I.T. as a new focus area for development.</p> <p>The school used the National Partnership funding to employ a Literacy Consultant and a Literacy Coach. These support staff advised and supported the school to ways to ensure the ongoing improvement of student outcomes in Literacy.</p> <p>The school also funded school based coaches in Numeracy and ESL. Student engagement and IT were supported through the introduction of the 1:1 laptop program with its focus on multiliteracies.</p> <p>Teachers were assisted and encouraged to participate in regional professional development activities in all areas of the curriculum.</p> <p>The school had less than 10 students who were funded under the PSD program. All students under this funding demonstrated satisfactory progress in relation to their learning goals.</p>	<p>Footscray North Primary School has attendance which is above the State Mean. There was a slight rise in student absences in Prep and Year 6 but this has been accounted for by extended family holidays.</p> <p>The school prides itself on its focus on creating a stimulating and safe learning environment for all of our students.</p> <p>Our facilities continue to improve with all classrooms having a classroom library and either an interactive whiteboard or plasma television. The ongoing improvement of the school facilities included the completion of the school fencing program, the introduction of the Performing Arts Room and the creation of a Professional Development Centre for staff. This facility is also used by staff from across the Western Region.</p> <p>Our results from the Attitude to School survey continued to show very strong growth in 2012. Students are feeling very connected to the school, safe within the school environment and challenged in the classroom.</p> <p>In 2012, the school Welfare Team participated in extensive Professional Development in the Kids Matters Program. This team led the school in the understanding of this program and how this program can complement our School Values Program.</p> <p>We also believe that our curriculum programs, together with the use of IT, added to the engagement of our students with their learning. In 2013, the school will continue to build upon these programs and continually search for best practice in teaching and learning from sources across the world.</p>	<p>Footscray North Primary has a well-developed and comprehensive pre-school to school transition program. The program included visits to pre-schools by the Assistant Principal, six transition sessions for pre-school students during Term 4 and parent information sessions. An indication of the success of the program is that the school created a third Prep class in 2013 with enrolments in this area increasing by approximately 100%. The school made a concerted effort to improve its connection to the community during 2012. A group of teachers and parents worked together to identify activities that showcased the school to the community. This included displaying information about the school throughout key areas of the local community and looking for links between the school and local sporting groups and businesses. An example of this is the school's close link with both Melbourne University and Victoria University in the area of pre-service teacher training. The school is also the only local school that is accredited to take international students.</p> <p>The school also explored ways to improve the connection between our senior students and the local post-primary schools. This included visits to our local secondary schools and this development will continue to be a focus in 2013.</p>
<p>For more detailed information regarding our school please visit our website at</p>		
<p>www.footsnth.vic.edu.au</p>		
<p>or view our 2012 Annual Report online at http://www.vrqa.vic.gov.au/SReg</p>		

Footscray North Primary School

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.



The bottom of this page contains this school's profile.

Pages 2 and 3 provide a detailed breakdown of each of the result areas.

Page 4 provides advice on how to interpret the data.

Key:

- Range of results for the middle 60% of Victorian government schools:
- Result for this school:
- Median of all Victorian government schools:


School Profile



- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.
- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.
- Overall socio-economic profile Based on the school's Student Family Occupation index which takes into account parents' occupations.
- Proportion of students with English as a second language
- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- 260 students (120 female, 140 male) were enrolled at this school in 2012.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Learning

1. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

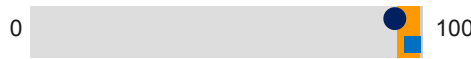
Results: English and Mathematics 2011



Results: English and Mathematics 2008 - 2011 (4-year average)



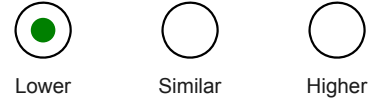
Results: All other subjects 2011



Results: All other subjects 2008 - 2011 (4-year average)



School Comparison



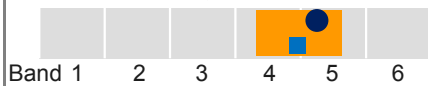
2. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

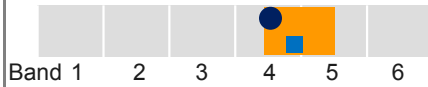
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

Results: Reading 2012



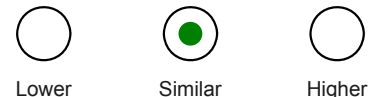
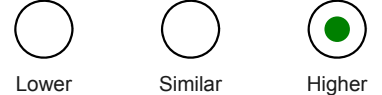
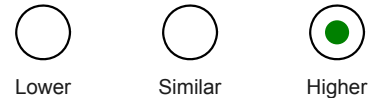
Results: Reading 2009 - 2012 (4-year average)



Results: Numeracy 2012



Results: Numeracy 2009-2012 (4-year average)



3. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

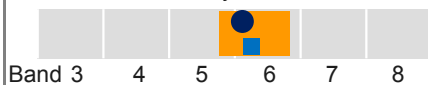
Results: Reading 2012



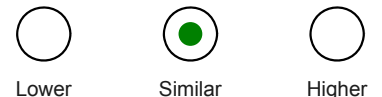
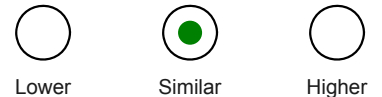
Results: Reading 2009 - 2012 (4-year average)



Results: Numeracy 2012





Results: Numeracy 2009-2012 (4-year average)



How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Engagement and Wellbeing

Student Outcomes

School Comparison

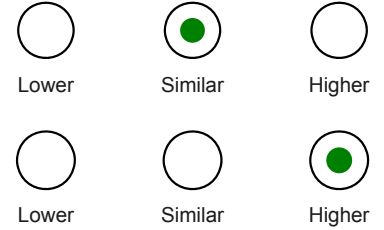
4. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.



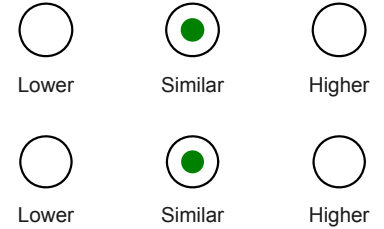
Average 2011 attendance rate by year level:

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
90%	92%	93%	93%	95%	94%	93%



5. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.



How to read the Government School Performance Summary 2012

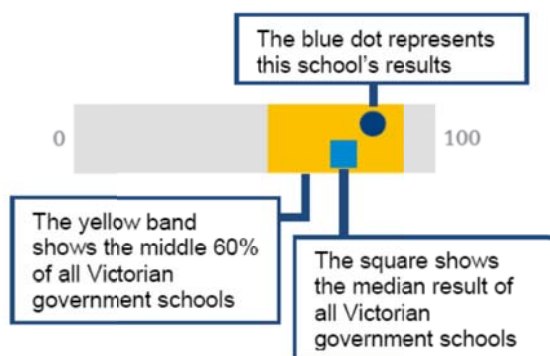
What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.

Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: www.education.vic.gov.au/aboutschool/schoolreports

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2012

Revenue	2012 Actual
Departmental Grants	\$372,048
Commonwealth Government Grants	\$23,756
State Government Grants	\$0
Other	\$29,706
Locally Raised Funds	\$186,075
Total Operating Revenue	\$611,585

Expenditure

Salaries and Allowances	\$51,816
Bank Charges	\$69
Consumables	\$52,783
Books and Publications	\$7,086
Communication Costs	\$6,756
Furniture and Equipment	\$85,708
Utilities	\$23,963
Property Services	\$132,062
Travel and Subsistence	\$1,201
Motor Vehicle Expenses	\$0
Administration	\$7,975
Health and Personal Development	\$964
Professional Development	\$7,767
Entertainment and Hospitality	\$1,407
Trading and Fundraising	\$14,409
Support / Service	\$65,402
Miscellaneous	\$36,053
Total Operating Expenditure	\$495,421

Net Operating Surplus/-Deficit **\$116,164**

Capital Expenditure **\$0**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

Financial Position as at 31st December, 2012

Funds Available	2012 Actual
High Yield Investment Account	\$100,981
Official Account	\$28,135
Other Bank Accounts (listed individually)	
V.T.U. Investment Term Deposit	\$117,025
CDA At Call Investment	\$21,036
	\$
	\$
	\$
	\$
Total Funds Available	\$267,176

Financial Commitments

Financial Commitments	2012 Actual
School Operating Reserve	\$70,638
Assets or Equipment Replacement <12 months	\$29,000
Capital – Building/Grounds including SMS <12 months	\$17,400
	\$
Maintenance – Building/Grounds including SMS <12 months	\$26,774
	\$0
Beneficiary / Memorial Accounts	\$0
Co-operative Bank Account	\$0
Revenue Received in Advance	\$0
School based programs	\$0
Region / Network / Cluster Funds	\$0
Provision Accounts	\$0
Repayable to DEECD	\$0
Other Recurrent Expenditure (Accounts Payable)	\$25,060
Assets or Equipment Replacement >12 months	\$25,000
Capital - Building / Grounds including SMS >12 months	\$73,304
Maintenance - Building / Grounds including SMS >12 months	\$0
Total Financial Commitments	\$267,176

Financial performance and position commentary

Smarter Schools National Partnerships Annual Activity and Accountability Statement 2012

4160 Footscray North Primary School

Funding provided through the Commonwealth National Partnerships is aligned with the state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.

National Partnership Name	National Partnership for Low Socio-Economic Status School Communities	
2012 Allocation	National Partnership for Low Socio-Economic Status School Communities (where applicable)	National Partnership on Empowering Local Schools (where applicable)
	\$55,560	
School Co-investment	Victorian government schools participating in the National Partnership for Low Socio-Economic Status School Communities are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.	

Notes:

- *National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.*
- *Expenditure at the school level may not have been spent in the year the direct support was received.*
- *Some schools are holding funds on behalf of other schools for a group improvement project.*
- *Schools with a \$0 allocation are:*
 - *being supported by a group improvement project where the funding is held by another school, or*
 - *receiving funding in subsequent years.*

The school is participating in the following initiatives to support the achievement of its goals and targets:

2012 Low Socio-economic Status School Communities National Partnership Initiative Details

Building leadership capacity (coaching, professional learning)
 Building teacher capacity (in-school support/coaches)
 Building teacher capacity (professional learning opportunities)
 Improved monitoring of student performance information
 Timely student intervention and support
 Enable and strengthen school-community/business partnerships to maximise learning opportunities and outcomes and to extend schools

2012 Empowering Local Schools National Partnership Initiative Details

Not applicable