

# 2017 Annual Report to the School Community



School Name: Fitzroy Primary School

School Number: 450

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*





## About Our School

### School Context

Fitzroy Primary School was established in 1855. The school population is currently around 108 students who are drawn from the local area. Located in the heart of inner-city Fitzroy the school reflects a vibrant and rich history that has demonstrated high levels of responsiveness, inclusiveness and acceptance of the range of families and children who have lived and worked within the local community for over 150 years.

At Fitzroy Primary School we aim to focus on the educational, social, physical and emotional development of all our students. We are committed to supporting students to grow as valued and active members of the wider community with the skills and knowledge to excel in an ever-changing world.

We are large enough to offer a full and extensive curriculum and small enough to know each child as an individual. Programs are carefully designed to cater for the individual strengths and needs of all students allowing them to participate as active learners and achieve their personal best. The major focus of learning at our school is on Literacy and Numeracy. Our specialist programs are LOTE (Spanish), Stephanie Alexander Kitchen Garden, Science and Art programs. These are offered at all year levels. Information Technology is integrated into curriculum programs across the school. Other programs include Interschool Sport, a camp program and curriculum related incursions and excursions. Our school offers exciting, challenging and student-centred learning within a vibrant educational community that has successfully built strong links within the local and wider communities.

In 2017 our staff comprised 2 Principal Class staff, 7.5 full time equivalent teaching staff and 2.6 full time equivalent Education Support staff.

At Fitzroy Primary School we aim to:

- Ensure a stimulating and engaging learning environment where academic achievement is our focus and where students are provided with every opportunity to achieve their potential.
- Develop and maintain positive and respectful partnerships between the school, the students, families and the community.
- Provide a learning environment that is based on mutual respect and understanding where diversity and individual differences are respected and celebrated.
- Hold high personal expectations of all students and all those who are part of the school community.

### Framework for Improving Student Outcomes (FISO)

#### **Excellence in Teaching and Learning - Building practice excellence**

- To develop a Teaching and Learning model that is based on high impact strategies and is consistently implemented by all staff.
- To develop consistent high quality practice in teaching and learning with a focus on reading.
- To develop consistent high quality practice in teaching and learning with a focus on numeracy

#### **Positive Climate for Learning - Setting expectations and promoting inclusion**

- To adopt the principles of the School-Wide Positive Behaviours framework and begin implementation in 2017.
- To build the capacity of staff to consistently implement the SWPB framework.

#### **Community Engagement in Learning - Building Communities**

- To review and develop the school's relationship's with its families and the broader community.



## Achievement

In 2017 **Teacher Judgement of student achievement** indicates that in English the percentage of students at or above the expected level was similar to like schools. Achievement in Mathematics was higher than similar schools.

The percentage of students in the top three bands of testing in NAPLAN

	School Percentage	Comparison to similar schools
Year 3 Reading	58.3	Similar
Year 3 Numeracy	58.3	Higher
Year 5 Reading	61.5	Higher
Year 5 Numeracy	61.5	Higher

### NAPLAN Learning Gain

NAPLAN Learning Gain from Year 3 to Year 5 results indicate that Fitzroy Primary School is achieving its goal of growing each individual child, with increasingly higher percentages of students experiencing medium to high growth in Numeracy, Writing and Grammar and Punctuation.

Strategies to ensure continuous improvement in student learning include the ongoing implementation of small Mathematics and Reading groups. These groups are based on analysis of data discussed at weekly Professional Learning Team meetings. This approach is informed by regular assessment of student learning supported by a combination of targeted programs, extension of highly abled students, direct instruction, and inquiry learning approaches. Literacy and Numeracy Leaders have coached staff in and modelled excellent classroom practice. This is a focus of continued work at the school. The Fitzroy Primary School Teaching and Learning Model has provided a consistent approach to both planning and teaching.

## Engagement

Fitzroy Primary school is committed to developing and maintaining strong and supportive school and family partnerships through community activities, information sessions and an open door policy. Our school places significant importance on being at school at school on time, ready to learn. In 2017, the school's average absence rate was above the state average and higher to other schools with comparable student backgrounds. This is also the case when a four year average is considered. Work in this area involves celebrating high student attendance rates in various forums, high expectations and regular communication with families. A 2017 initiative was the development of a new public website.

All staff at Fitzroy Primary School have participated in data literacy training and the use of rubrics. This has promoted consistency of practice and a deeper capacity for differentiation. Our aim is to provide a stimulating learning environment for all students which provides challenge and student agency. In 2017 we continued to focus on the engagement of students in their learning through the use of personalised learning plans and an inquiry based learning approach, which includes student feedback and input into the direction of their learning.

Fitzroy Primary School provides comprehensive Transition Programs at both the Foundation and Year 6 Levels. When children and families begin school they are familiar with school procedures and are provided with an opportunity to feel welcome and part of the school community. The program includes both information sessions for parents and opportunities for children to be in a school classroom environment. The school also engages in regular visits to local kindergartens. The Year 6 Transition Program involves visits to local Secondary Colleges and exposure to leadership programs to build resilience and readiness for new challenges.



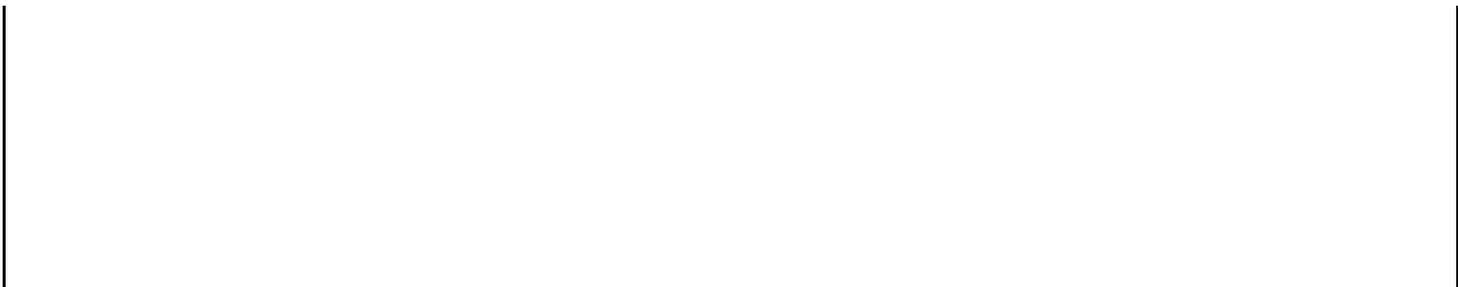
Wellbeing

**Student Attitudes to School**

Factor	School Percentage	Comparison to similar schools
<b>Sense of Connectedness</b>	<b>93.53</b>	<b>Higher</b>
<b>Management of Bullying</b>	<b>72.55</b>	<b>similar</b>

Fitzroy Primary School has a positive approach to the development of student’s social and emotional skills through the implementation of the PATHs Program. This program encompasses curriculum-based learning, relationship-based learning and the development of student resilience strategies. A School Wide Positive Behaviour Support Framework was implemented in 2017. Staff training in both programs has been a priority. Both programs have a focus on staff and students and parents having a common understanding of high expectations and processes. A key feature is the use of a common language and consistency in classroom and yard behavior management processes with a goal of all stakeholders feeling safe, confident and respected in the school setting.

Our school recognises the importance of developing links within the local community. The Leadership Team promotes a multi-disciplinary approach to student wellbeing to provide early intervention approaches to support members of the community. Fitzroy Primary School prides itself on promoting an environment where learning for life is promoted through strong partnerships between staff, students and their families.



For more detailed information regarding our school please visit our website at <https://fitzroyprimaryschool.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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 107 students were enrolled at this school in 2017, 56 female and 51 male.</p> <p>79 percent were EAL (English as an Additional Language) students and &lt; 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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

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

Achievement	Student Outcomes	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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Higher</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:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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> Higher</p> <p> Higher</p> <p> Higher</p> <p> Similar</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: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>64%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>36%</td> <td>45%</td> </tr> <tr> <td>Writing</td> <td>-</td> <td>60%</td> <td>40%</td> </tr> <tr> <td>Spelling</td> <td>9%</td> <td>64%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>36%</td> <td>45%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	64%	18%	Numeracy	18%	36%	45%	Writing	-	60%	40%	Spelling	9%	64%	27%	Grammar and Punctuation	18%	36%	45%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	18%	64%	18%																							
Numeracy	18%	36%	45%																							
Writing	-	60%	40%																							
Spelling	9%	64%	27%																							
Grammar and Punctuation	18%	36%	45%																							



## 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:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="552 907 1039 1008"> <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>88 %</td> <td>87 %</td> <td>88 %</td> <td>92 %</td> <td>92 %</td> <td>82 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	87 %	88 %	92 %	92 %	82 %	89 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	87 %	88 %	92 %	92 %	82 %	89 %										



## 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:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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: 2017</p>	Higher
<p><b>Students Attitudes to School - Management of Bullying</b></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: 2017</p>	Similar

# 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)

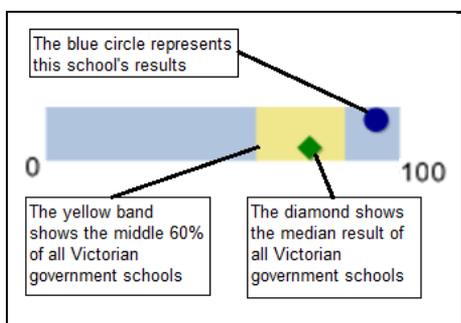
### Engagement

- 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).

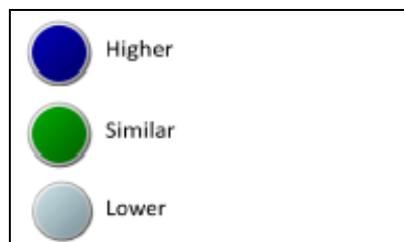


## What does *School Comparison* refer to?

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 academic intake, the socio-economic background of students, the number of Aboriginal 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' 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').

## Financial Performance and Position

### Financial performance and position commentary

[Please refer to the [2017 Annual Report Guidelines](#) for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,252,896	High Yield Investment Account	\$261,785
Government Provided DET Grants	\$326,574	Official Account	\$4,078
Government Grants Commonwealth	\$20,938	<b>Total Funds Available</b>	<b>\$265,863</b>
Revenue Other	\$22,772		
Locally Raised Funds	\$62,068		
<b>Total Operating Revenue</b>	<b>\$1,685,248</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$335,212		
<b>Equity Total</b>	<b>\$335,212</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,218,728	Operating Reserve	\$66,180
Books & Publications	\$383	Asset/Equipment Replacement < 12 months	\$29,700
Communication Costs	\$6,818	Maintenance - Buildings/Grounds incl SMS<12 months	\$46,000
Consumables	\$61,882	Revenue Receipted in Advance	\$61,763
Miscellaneous Expense <sup>3</sup>	\$145,661	School Based Programs	\$3,210
Professional Development	\$3,055	Other recurrent expenditure	\$17,336
Property and Equipment Services	\$128,738	Maintenance -Buildings/Grounds incl SMS>12 months	\$41,674
Salaries & Allowances <sup>4</sup>	\$59,904	<b>Total Financial Commitments</b>	<b>\$265,863</b>
Trading & Fundraising	\$15,076		
Utilities	\$17,738		
<b>Total Operating Expenditure</b>	<b>\$1,657,983</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$27,265</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(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 05 March 2018 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.

Fitzroy Primary School finished the year with an operating surplus of \$27,265. Throughout 2017 funds were spent in accordance with the budget approved by School Council. The School Council and School Council Finance Committee closely monitor the schools finances each month including expenditure and income items. In 2017 the school managed its finances in line with DET processes and guidelines. In 2018 the school will implement the goals of the Strategic Plan and 2018 Annual Implementation Plan with continued responsible management of its financial and human resources.