

# 2022 Annual Report to the School Community

School Name: Fitzroy Primary School (0450)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 of the previous calendar year 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 06 April 2023 at 01:46 PM by Nathan Moore (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2023 at 08:59 AM by Matt Willis (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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

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

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

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

# About Our School

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## School context

In 2022 we continued to develop staff capacity to differentiate within classrooms to better meet student learning needs. Professional development and coaching was provided to support teacher capacity building, through both internal and external sources, on the use of the Instructional Model in English, French and Mathematics. Teachers continued to use the High Impact Teaching Strategies to support planning, monitoring of learning and reflecting on instructional strategies. Professional learning communities were established with a focus on use of student learning data for targeted teaching. Small group and individual instruction was provided through both classroom practice and the Tutor Learning Initiative, allowing for extension of students 12 months above expected level and catching up for students 12 months below the expected level. Students who fall into these categories were provided with an Individual Education Plan to further focus learning on their individual needs.

Student Learning Data for 2022 is beginning to show the positive impact of the Strategic Plan goals and implementation. Teacher judgements of students at or above expected level in 2022 in English were 85.4% (similar schools were 78.4%) and Mathematics was 90.4% (similar schools were 77.5%).

NAPLAN results also showed improvement and higher outcome than similar schools. In 2022 the number of students in the top 3 bands for reading were: Year 3 73.9%, Year 5 71.4%. These results show significant improvement on the 4 year average. The number of students in the top 3 bands for Numeracy were 63.6% in Year 3 and 25% in Year 5. Again the Year 3 result is significantly higher than the 4 year average, while the Year 5 was just below the average.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

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### Wellbeing

Throughout 2022 Fitzroy Primary School has been working to develop a coordinated whole school wellbeing program. The School Wide Positive Behaviour Support (SWPBS) initiative was implemented across all classrooms as a Tier 1 support for everyone. Staff were provided with ongoing professional learning and a plan for implementation was enacted. Teachers have been using SWPBS to recognize and promote positive behaviours in class and in the yard.

Fitzroy Primary School has been a pilot school for the Mental Health in Primary Schools initiative and has had a Mental Health coordinator across 2022. The MHIPS coordinator collaborated with Australian Childhood Trauma Group to review our Social Emotional learning program for all children, which incorporates the Resilience, Rights and Respectful Relationships curriculum. This was successfully completed and a number of recommendations were made to improve teaching of this area in 2023. We entered into a Community of Practice with other schools who were in the MHIPS pilot program, sharing practice and learning from shared

experience. The staff meeting schedule was adjusted to include a weekly wellbeing meeting, providing opportunity for the MHIPS coordinator to deliver a program of professional learning for staff and to ensure wellbeing was a staff priority.

Student Support Group (SSG) meetings were held termly for those children who were in the Program for Students with Disability, in Out of Home Care, or of Indigenous background. These meetings were used to set goals for learning and wellbeing that students and staff have worked to achieve across the year.

Wellbeing Data from the Attitudes to School survey indicate a 'Sense of Connectedness' positive endorsement of 58.9% and 'Management of Bullying' at 59.5%. Both of these results are lower than the four year trend data. School has implemented a number of strategies in response to this data to address the areas of concern for the students. This includes a deep dive into the data and questions of concern with children across Foundation to Year 6, as well as identifying positives as experienced by students. The MHIPS coordinator also ran some small focus groups with students in year 5 and 6 in particular on actions for improvement. The MHIPS coordinator and teachers used this further feedback to work with Junior School Council on implementing the improvements as suggested by students.

## Engagement

Engaging students in their learning is a major focus at Fitzroy PS. Fitzroy Primary School continues to expand and increase eLearning devices with all classes sharing a range of technology such as iPads, screens and laptops. Digital technologies, metacognitive thinking routines and specific feedback are tools students use to unlock new knowledge and skills. Fitzroy Primary School focused on building strong relationships with families and strengthening partnerships across the local and French communities. The French bilingual program continues to be a drawcard for families in the local community and included several initiatives to improve the school's profile such as: partnerships with kindergartens, connections with the wider French community, and connections with local organisations, which resulted in increased enrolments over 2022.

Student Voice and Agency has been an important area for development in engagement in 2022. A number of strategies have been implemented to give students a strong sense of voice in their community and agency over their learning. Student goal setting has been introduced with all students having a goal setting book, working towards achieving two SMART learning goals each Term. The SWPBS program has included student voice through the development of 2 class based agreements, in addition to the 4 common school wide agreements. The student leadership program has also been reactivated after remote learning with the appointment of formal student leaders and class captains. These leaders have formed our Junior School Council providing a student led forum to provide a strong voice for student led initiatives. Student lunchtime clubs have been reintroduced in 2022, with a partnership with Brotherhood of St Lawrence to provide origami and arts/crafts activities during lunch break.

Student Attendance data has shown an increase in student absences throughout 2022, with an average of 29.1 absences per student. This is higher than both Similar Schools and the State average, and the 4 year average for Fitzroy Primary School. Some of these absences might be attributed to the persistence of COVID-19 within the school community and the spread of other infectious diseases since the post-remote learning return to school. Student absences will be a focus for improvement in 2023.

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## Financial performance

Financial support in 2022 enabled FPS to purchase ongoing curriculum support materials, ICT resources and to upgrade the buildings and grounds. Financial prudence will enable FPS, in 2023 to continue to improve and maintain buildings, support a strong ICT program and to support teaching and learning through professional development, teamwork and resources.

Total operating revenue in 2022 was \$3,071,891 (including Equity Funding of \$225,809), while expenditure was \$2,888,580, resulting in a surplus of \$165,185. 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. The Surplus is partly explained by the carrying over of unexpended grant funding, including Sporting Schools Grant, Woolworths Grant, Myer Foundation Grant and DET Bilingual establishment funding.

**For more detailed information regarding our school please visit our website at**  
[www.fitzroyprimaryschool.vic.edu.au](http://www.fitzroyprimaryschool.vic.edu.au)

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 176 students were enrolled at this school in 2022, 87 female and 89 male.

51 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

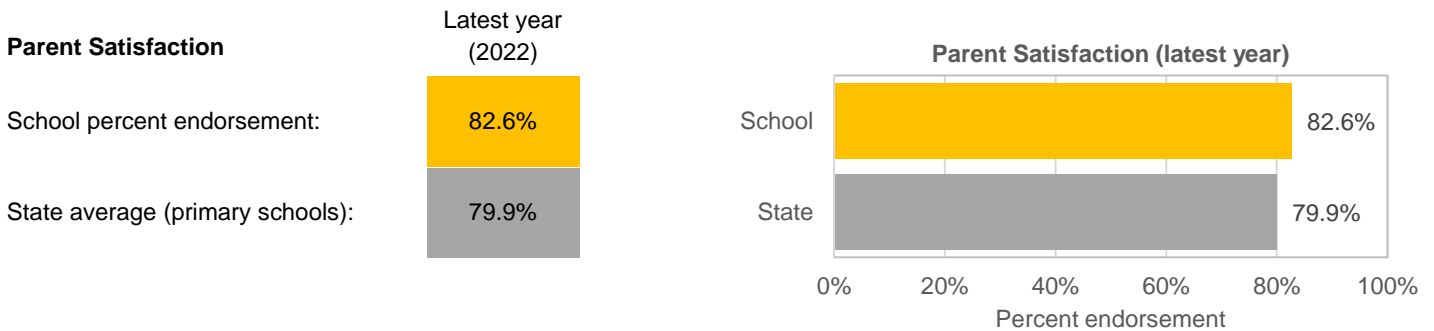
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

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

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

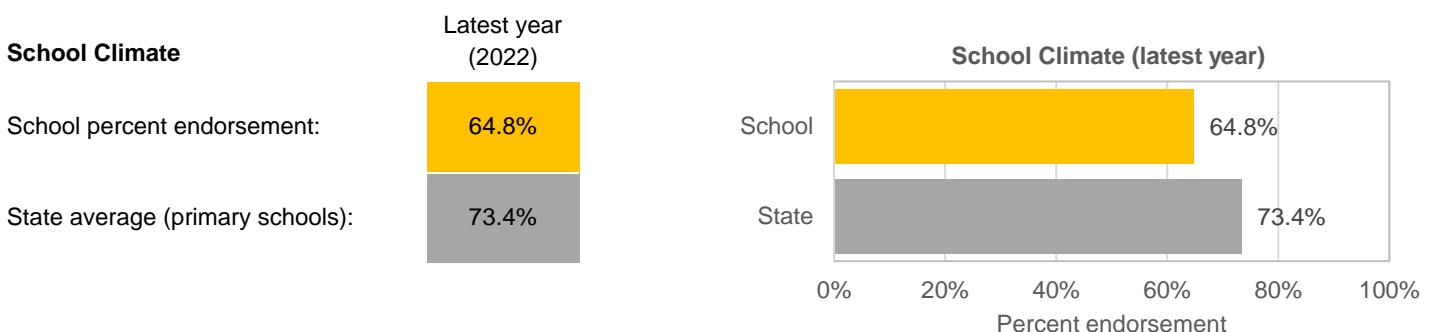


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

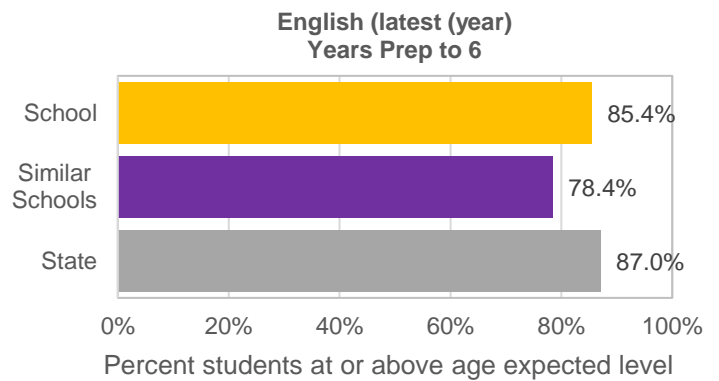
85.4%

Similar Schools average:

78.4%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

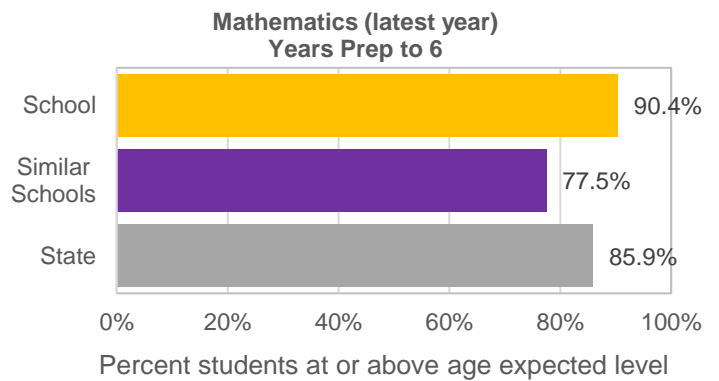
90.4%

Similar Schools average:

77.5%

State average:

85.9%



## LEARNING (continued)

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

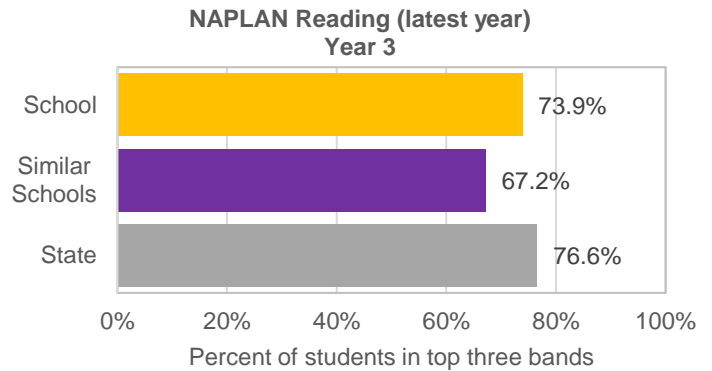
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

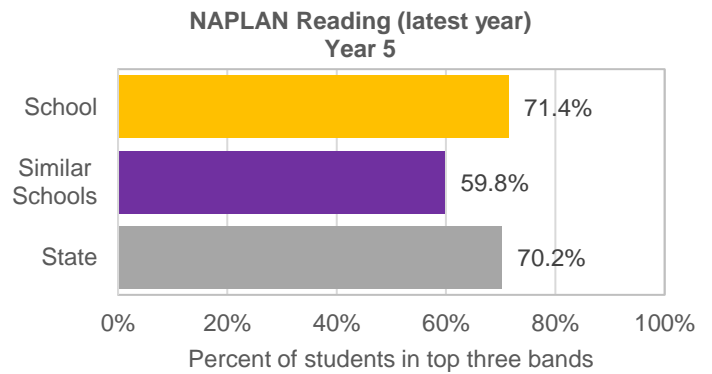
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.9%	65.2%
Similar Schools average:	67.2%	67.2%
State average:	76.6%	76.6%



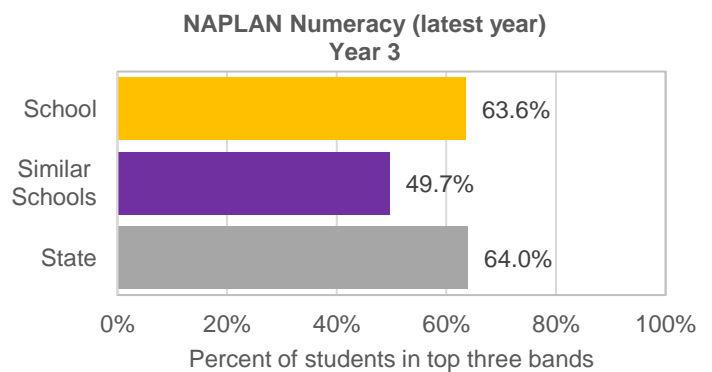
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.4%	57.9%
Similar Schools average:	59.8%	59.1%
State average:	70.2%	69.5%



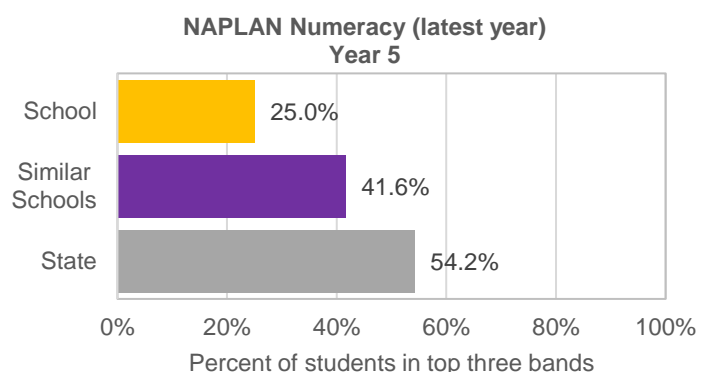
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.6%	50.0%
Similar Schools average:	49.7%	51.8%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	25.0%	27.0%
Similar Schools average:	41.6%	45.4%
State average:	54.2%	58.8%





## WELLBEING

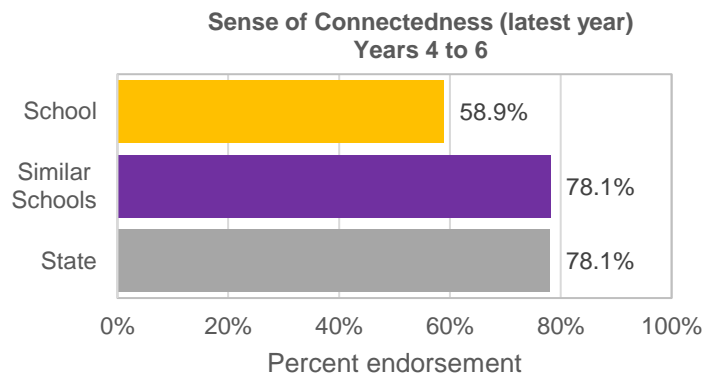
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	58.9%	74.2%
Similar Schools average:	78.1%	80.0%
State average:	78.1%	79.5%

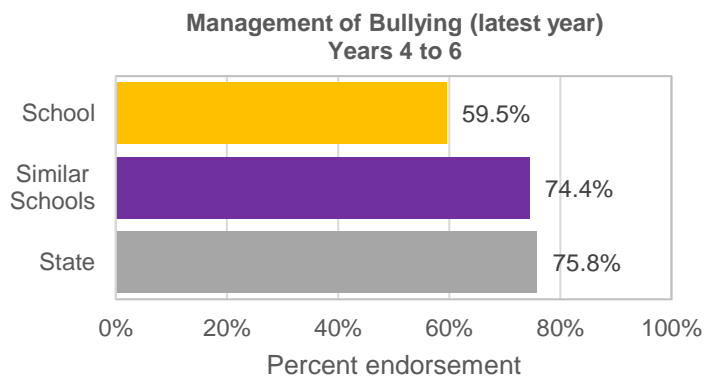


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	59.5%	69.2%
Similar Schools average:	74.4%	76.9%
State average:	75.8%	78.3%



## ENGAGEMENT

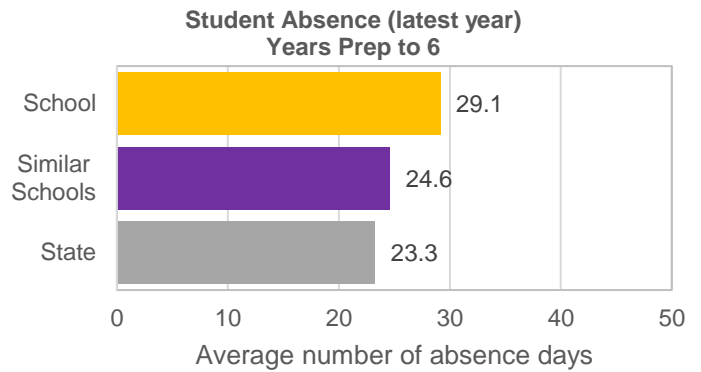
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	29.1	23.5
Similar Schools average:	24.6	19.5
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	86%	86%	89%	86%	75%	85%	85%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,540,487
Government Provided DET Grants	\$441,909
Government Grants Commonwealth	\$11,911
Government Grants State	\$10,000
Revenue Other	\$9,187
Locally Raised Funds	\$40,271
Capital Grants	\$18,126
<b>Total Operating Revenue</b>	<b>\$3,071,891</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$225,809
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$225,809</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,336,219
Adjustments	\$0
Books & Publications	\$13,562
Camps/Excursions/Activities	\$53,128
Communication Costs	\$2,432
Consumables	\$46,054
Miscellaneous Expense <sup>3</sup>	\$20,985
Professional Development	\$7,667
Equipment/Maintenance/Hire	\$9,262
Property Services	\$69,365
Salaries & Allowances <sup>4</sup>	\$126,325
Support Services	\$170,211
Trading & Fundraising	\$475
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$30
Utilities	\$32,865
<b>Total Operating Expenditure</b>	<b>\$2,888,580</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$165,185</b>
<b>Asset Acquisitions</b>	<b>\$30,557</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$265,524
Official Account	\$1,896
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$267,421</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$82,402
Other Recurrent Expenditure	(\$57)
Provision Accounts	\$0
Funds Received in Advance	\$61,335
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$100,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$273,680</b>

*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.*