

2022 Annual Report to the School Community

School Name: Fleetwood Primary School (4407)



- 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 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 03:06 PM by Tobin Cuss (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 19 April 2023 at 03:21 PM by Amanda Chippett (School Council President)

How to read the Annual Report

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.

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)

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.

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.

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

School context

Fleetwood PS is located in Narre Warren and currently has 245 students in 12 classrooms. The school has one principal, an assistant principal, 14 classroom teachers including a Learning Specialist and a Leading Teacher. The school offers 1:1 counselling once a week through Mental Health Care Plans. There are 4 Education Support staff working in the school office as our Administration team, as well as a Community Liaison Officers who work in a part time capacity. There are 8 Education Support staff who work alongside teachers in classrooms to support students with additional needs. The school employs 2 part-time employees to assist with the Buildings & Grounds.

SCHOOL VISION Fleetwood Primary School is an inclusive community that nurtures and encourages curiosity in learners to pursue their dreams.

VALUES We achieve excellence together by being responsible, safe and respectful learners.

LOCATION Fleetwood Primary School is located in Narre Warren in the South Eastern growth corridor of Melbourne. The school was established in 1929 and moved to its current location on Fleetwood Drive in 1996.

FACILITIES The school consists of the main building which houses up to 18 classrooms, the library, 2 computer labs, staff and administration areas. Another two classrooms are housed in a building connected to the main building by a covered walkway and which incorporates a large foyer area, used for Auslan and Digital Technologies. Our art room and music room are in the same building as our performing arts centre. This building has both an indoor and outdoor stage area with costume and props preparation and storage area. We have two standalone buildings; one being used for outside school care and the other being a full size gymnasium with two classrooms under the roof line.

GROUNDS The school grounds include a wide variety of playground facilities. We have a large oval, a soccer pitch, two basketball courts and large shaded play areas for both active and passive play. The school is fortunate to have an open grassed public area available at the back of the school which is used for supervised events such as cross country and lunchtime sports programs.

ENROLMENTS/STAFF The school has an enrolment of approximately 245 students and 35 staff. All staff network with neighbouring schools in the Casey North Network to share ideas and they pride themselves on their continued professional learning. The teaching staff, together with our highly valued education support staff, provide a comprehensive and engaging curriculum that caters for all levels of achievement. The school places a large emphasis on distributive leadership and professional collaboration through our Professional Learning Community work.

CURRICULUM AND PROGRAMS Literacy, Numeracy and student wellbeing skills are given a high priority. We also place importance on the nurturing of cultural, social, creative, physical and personal development of all members of our school community. All areas of the school have access to up-to-date computer technology being iPads, laptops, robotics, notebooks and desktop computers with internet access. The school uses an integrated inquiry approach to learning. In the junior grades Little Learners Love Literacy is a highlight. Specialist areas include Physical Education, Digital Technologies, Performing Arts, Visual Arts and Auslan. Our programs reflect the school's focus on providing students with a broad range of experiences.

PARENT INVOLVEMENT Parent involvement is highly valued at Fleetwood Primary School. We have a commitment to a strong home-school partnership and welcome parent involvement in school activities. Fundraising activities focus on building social interactions with parents. Parents are invited to attend fortnightly Friday afternoon assemblies, House Time and many special events throughout the year. Parents are also very active on School Council. We encourage parents and grandparents to assist in the classroom, on excursions, during sports days and to attend all special school events. For further information about the school, please visit: fleetwoodps.vic.edu.au or facebook.com/fleetwoodps

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 we dedicated a considerable amount of time and energy into establishing strong, collaborative Professional Learning Community (PLC) habits. This work was strongly supported by our partnership with the Differentiated Support for School Improvement (DSSI) initiative, who worked closely with our Principal team and middle leaders. The PLC work focused on strengthening data literacy as well as the importance of robust meeting protocols and norms, leading to an increase in professional dialogue and interactions between staff in their PLCs. With an increase of knowledge about students, staff were able to be better prepared to plan differentiated teaching that would be at the point of need for all learners.

The school was ranked as 'influence' (the highest possible rank) for NAPLAN % of students meeting or above benchmark growth in

Years 3 to 5 for reading. An analysis of our NAPLAN data led to a review of our strengths and weaknesses of academic delivery and helped for an action plan constructed in preparation of NAPLAN 2023.

Due to mixed academic results across numeracy and literacy the school reviewed our teaching and learning processes. We identified the need to provide staff and children with a clear instructional model, as a guide for each lesson to follow. Staff input was sought and a professional learning plan was developed for 2023 with the aim of providing clarity and support for staff and predictability of learning for children.

Wellbeing

The focus of wellbeing at Fleetwood Primary School was centred on our universal approach to creating a positive climate for learning, using School Wide Positive Behaviour Supports (SWPBS). We continued our journey of highlight three key values in the school, wanting everyone to be responsible, respectful, and safe. The whole school approach to this included regular awards and acknowledgments in the school newsletter and dedicated sections of the school assembly to promote the desired behaviours. The introduction of Smiling Minds meditation also occurred, with classes using the app to create a buffer between outside time and learning time. This practice of mindfulness provided children with a much-needed calming time, which allowed them to focus more intently on their learning afterwards. The school highly values the close-knit community feel and continues to place relationships at the heart of all it does. In 2022 this was supported by House Time, a regular time for multi aged groups to get together and participate in team bonding and sporting activities. This process develops leadership skills with the senior children and creates a sense of connectedness and confidence with the junior children.

Engagement

The school aimed for children to experience a routine, distraction free return to face-to-face teaching. Much effort was put into the importance of being at school and Morning Meetings were used as a way of creating a non-threatening way to start each school day. This allowed children the chance to come into school and work on social skills and SWPBS expectations before starting their academic work. Two small sensory rooms were designed and created by our integration aide team because of a number of children finding it challenging to regulate their emotions in the morning. Automated Compass notifications were used to ensure families were kept up to date with absences. The use of SWPBS acknowledgements (Power Ups) also helped engage both students and the community, by highlighting positive behaviour displayed at school and encouraging children to continue contributing to our school community.

Other highlights from the school year

The school dedicated a lot of time and resources toward bringing our community back into the school. Our 'Mini Mad Day' community fundraiser was considered a highlight for many, as we ran an afterschool event open to the Fleetwood community. The event included a range of student designed stalls, food trucks and interactive games, the Casey 360 Bus and a range of community sporting groups. We also set time and effort aside to celebrate Mothers and special others with a special breakfast and our Dads and other lads with a special after school barbecue. The school also continues to build a strong respect and understanding for Aboriginal culture and put this on full display with our inaugural 'Deadly Day' celebration. This whole school event incorporated dance, art and storytelling to help show our diverse community that respect begins with our First Nations people. The school worked with Narre Warren Foundation Learning Centre to provide some of our students with mentors to help guide and motivate them in their lives.

Financial performance

Fleetwood Primary School concluded 2022 with a surplus SRP. Contributing factors was the key focus being around the basics and fundamentals internally, including the enhancement of programs and development within our professional learning communities. Working in conjunction with the allocated DSSI team we were able to provide professional development and resources internally and not outsource this externally. Extraordinary expenditure included the beautification and safety improvements of our school grounds and employment of casual staff to replace staff on long term leave. Funding received included, Tutor Learning Initiative, Swimming in Schools, and the Student Excellence program. Equity funding was used to employ a psychologist to support wellbeing and the

implementation of engagement clubs and the purchase of resources to support the TLI program. Staff were employed to provide extra support in specific cohorts and a Community Liaisons team was developed to support our multicultural families. Fleetwood Primary was successful in obtaining the shade sail grant which creates an outdoor learning area and received the Sporting Schools Grant which allowed the continuation of specialist sporting programs and purchasing of equipment to support these. Contracts entered into, PSW Pty Ltd, uniform supplier, 3 year contract.

For more detailed information regarding our school please visit our website at
www.fleetwoodps.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 257 students were enrolled at this school in 2022, 130 female and 127 male.

30 percent of students had English as an additional language and 3 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).

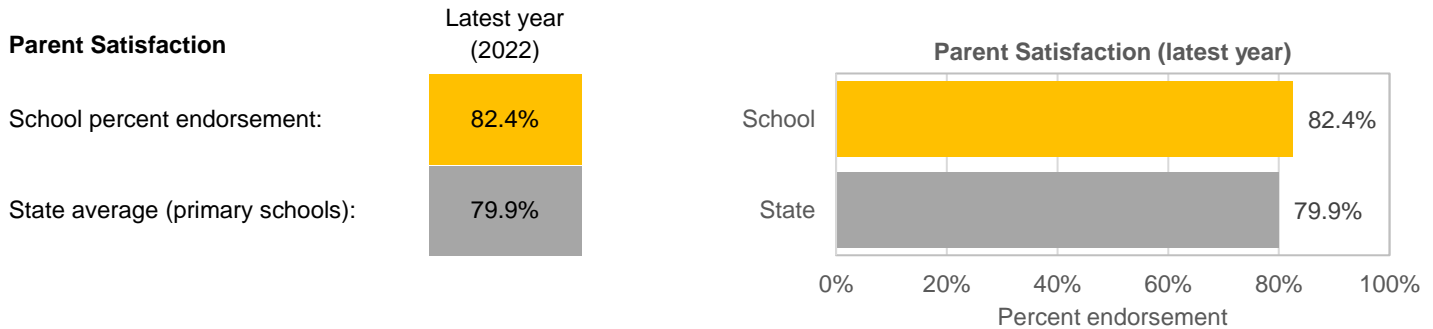
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

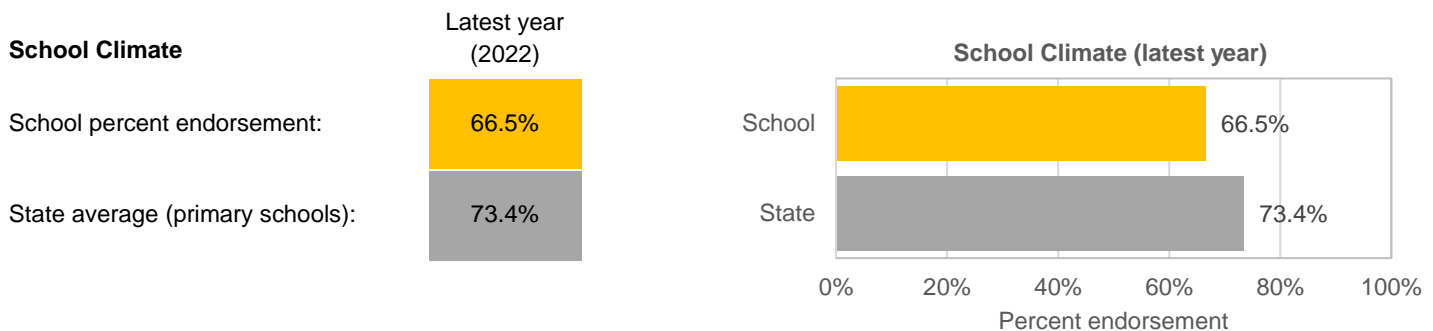


School Staff Survey

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:

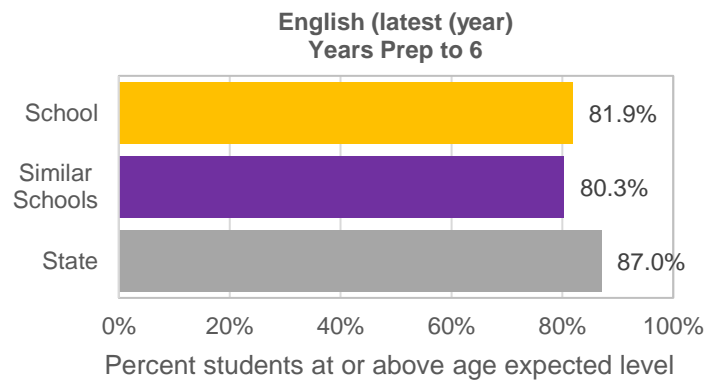
81.9%

Similar Schools average:

80.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

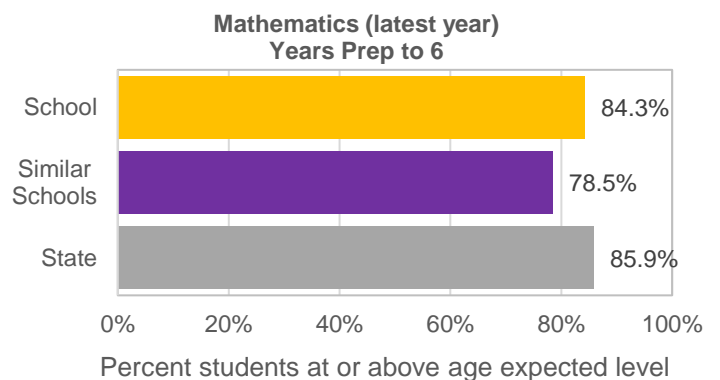
84.3%

Similar Schools average:

78.5%

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.

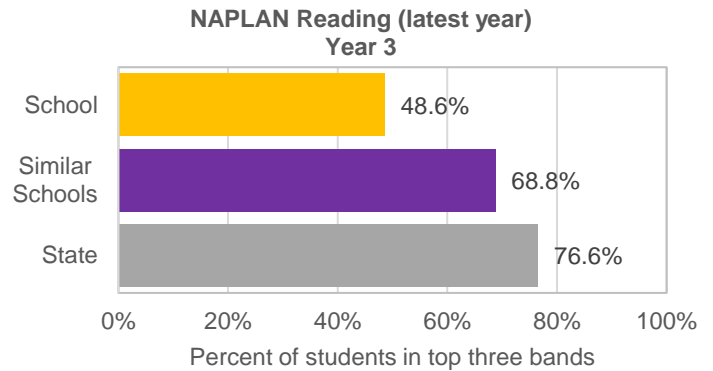
NAPLAN

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.

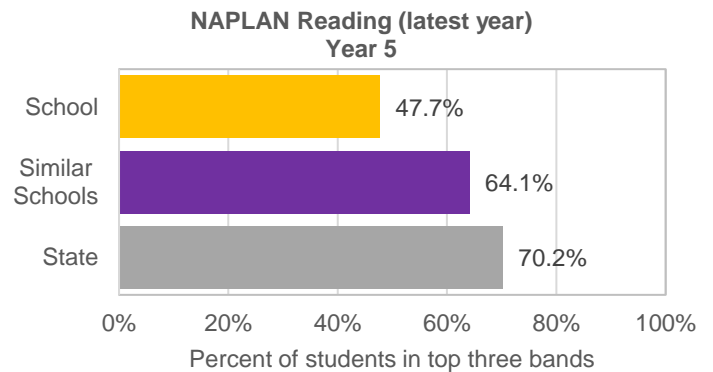
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.6%	61.8%
Similar Schools average:	68.8%	70.1%
State average:	76.6%	76.6%



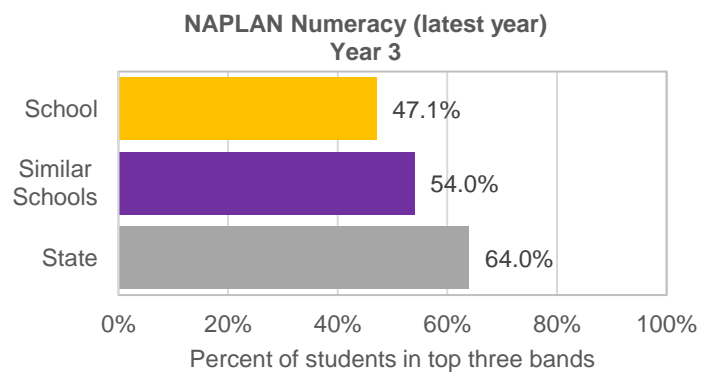
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.7%	57.9%
Similar Schools average:	64.1%	62.2%
State average:	70.2%	69.5%



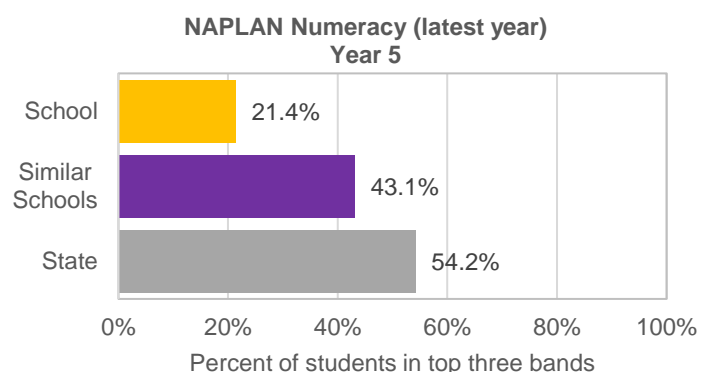
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.1%	56.5%
Similar Schools average:	54.0%	56.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	21.4%	44.6%
Similar Schools average:	43.1%	48.4%
State average:	54.2%	58.8%



WELLBEING

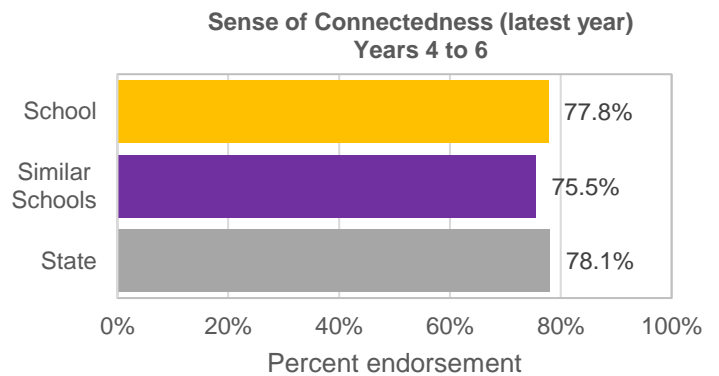
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	77.8%	74.3%
Similar Schools average:	75.5%	77.2%
State average:	78.1%	79.5%

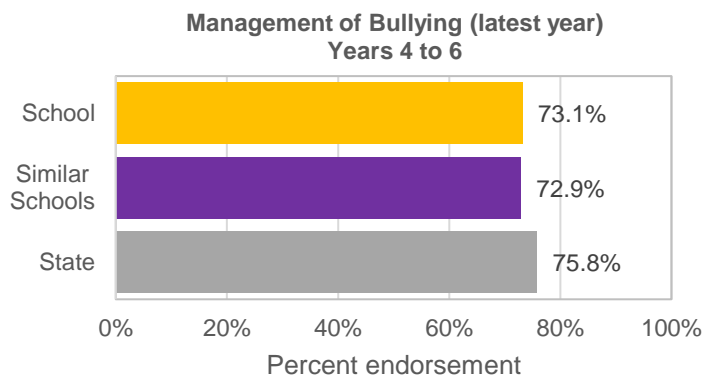


Student Attitudes to School – Management of Bullying

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:	73.1%	71.7%
Similar Schools average:	72.9%	76.4%
State average:	75.8%	78.3%



ENGAGEMENT

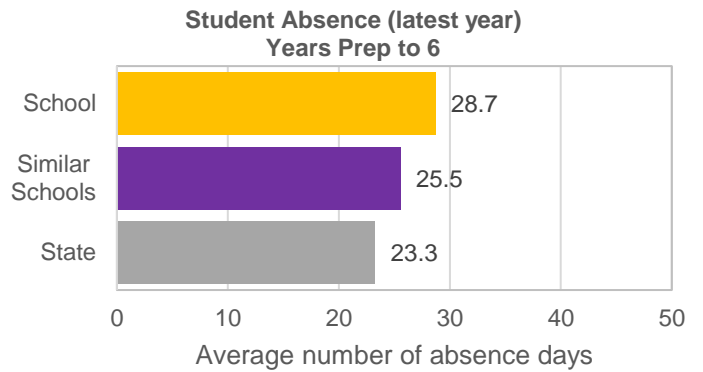
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	28.7	21.3
Similar Schools average:	25.5	19.3
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):	85%	81%	84%	86%	85%	89%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,111,414
Government Provided DET Grants	\$379,263
Government Grants Commonwealth	\$6,935
Government Grants State	\$0
Revenue Other	\$10,876
Locally Raised Funds	\$115,683
Capital Grants	\$21,205
Total Operating Revenue	\$3,645,376

Equity ¹	Actual
Equity (Social Disadvantage)	\$220,784
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$220,784

Expenditure	Actual
Student Resource Package ²	\$2,892,845
Adjustments	\$0
Books & Publications	\$1,285
Camps/Excursions/Activities	\$76,429
Communication Costs	\$4,349
Consumables	\$63,677
Miscellaneous Expense ³	\$10,285
Professional Development	\$15,625
Equipment/Maintenance/Hire	\$87,090
Property Services	\$105,110
Salaries & Allowances ⁴	\$242,052
Support Services	\$28,659
Trading & Fundraising	\$14,666
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$38,352
Total Operating Expenditure	\$3,580,422
Net Operating Surplus/-Deficit	\$43,749
Asset Acquisitions	\$21,205

- (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

Funds available	Actual
High Yield Investment Account	\$378,944
Official Account	\$13,500
Other Accounts	\$0
Total Funds Available	\$392,444

Financial Commitments	Actual
Operating Reserve	\$99,264
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
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	\$45,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$235,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$379,264

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.