

2021 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 2021 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 27 April 2022 at 02:42 PM by Tobin Cuss (Principal)

- This 2021 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 05 May 2022 at 05:08 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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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 263 students in 13 classrooms. The school has one principal, an assistant principal, a Learning Specialist and 13 full time teachers, 3 part time teachers. The school has a full-time psychologist and a counsellor who works with children once a week. There are 3 Education Support staff working in the school office as our main Administration team, as well as 2 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 disabilities and learning difficulties. 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 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. 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 263 students and 36 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 investigations is a highlight. Specialist areas include Physical Education, Digital Technologies, Performing Arts and Visual Arts. 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 Friday afternoon assemblies and many special events throughout the year. Parents are very active on School Council and on our fundraising subcommittee. 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

Framework for Improving Student Outcomes (FISO)

As part of the Department of Education's priorities, Fleetwood Primary School focused on Learning Catch Up and Extension, Happy, Active, Healthy Kids and Connected Schools. These priorities filtered down into specific focal points for our staff, students and community. For Learning Catch Up and Extension, this drilled down to our use of the Department-funded Tutor Learning Initiative, which aimed to fill the gaps created due to the impact of Covid-19 and remote and flexible learning. This included in-class support and small break-out groups, focusing on both literacy and numeracy skills. Children who had not shown signs of academic growth were identified as those eligible for the program. In the case of Happy, Active, Healthy Kids the school continued with our School Wide Positive Behaviour Support journey. A key aspect of this was implementing an acknowledgement system that identified and recognised safe, responsible and respectful behaviours displayed by children, giving them positive affirmation whilst notifying their families of their efforts. An expected behaviours matrix was implemented and staff focused on positively framed language and behaviour-specific recognition. House time and morning meetings were also integral in creating a supportive, connected environment for the children to thrive in. Lastly, the Connected Schools focus drove the school to re-evaluate the existing communication methods in place. Community surveys indicated a desire for more open communication and the preference to reduce the number of technology platforms required to interact with the school. To streamline our communication methods, we conducted a thorough investigation of current best practice in this field and eventually introduced Compass to our school community. This has allowed a 'one stop shop' for all formal school-based communications including a weekly update of what was happening in each year level, a weekly newsletter and all Covid-19 related information. An added benefit of Compass that families receive important information in real time. A school Facebook page was also established to help create more interest and awareness of the great work happening within the school. 88% of respondents to the Parent Opinion Survey indicated they were able to get the information needed through the school's regular communication channels. The filter that sat above all of this work was the importance of supporting staff, student and community wellbeing and recognition of the importance of school connectedness across the entire school community.

Achievement

Similarly to 2020, academic outcomes were difficult to accurately assess in 2021 due to the limited time working face to face onsite. Staff continued teaching numeracy and literacy using best practice and prior knowledge, however an investigation began into creating a coherent, consistent numeracy approach that centres on a prescribed instructional model. Children were assessed using Essential Assessment and their data was moderated and triangulated where possible to create an understanding of teaching priorities. As a school we monitored student progress in reading and writing and set targets throughout the year. Students supported through the Program for Students with Disabilities continued to work with their Education Support Staff and teachers to achieve individual SMART goals as part of their Individual Education Plans. Regular Student Support Group meetings were facilitated by the Assistant Principal, ensuring a consistent approach to our support and accountability to these children. All staff involved in supporting these students attended these meetings. Moving forward in 2022 we will continue embedding our approach to numeracy and our instructional model. We will also work closely with the Differentiated Support For School Improvement leadership partners, who will mentor school leaders on strategic planning, human leadership and improving student outcomes.

Engagement

Maintaining family, student and staff engagement was as challenging in 2021 as it was in the previous year. Many members of the school community were negatively impacted by remote learning and the extended lockdowns. The school community indicated that Fleetwood Primary School's remote learning plans were easy to follow and provided the right amount of work, however engaging with remote learning proved difficult for some families. To promote family engagement the school provided morning meetings online each day, building connectedness and routine at a time when both of those concepts were difficult to achieve. Each day had a focus on literacy and numeracy as a priority. The introduction of new work was considered carefully as the school wanted to be mindful of the pressure placed on families supporting their child, but as the lockdowns continued the teaching staff moved ahead with their units. Teaching staff opted to add additional reading and catch up sessions via Google Classroom. Specialist lessons and lunch time clubs were also provided in an attempt to engage those families who were not interacting as often as we had hoped. Surveys were conducted to check if the programs we had set up were suitable for our families, which were used to modify work accordingly. Notebooks were provided to families unable to access appropriate technology for their family and our community liaison officer supported families finding it difficult to navigate the online space. To further support families, the Principal, Assistant Principal and Administration team regularly reached out to families who were either not interacting with the online content or who had been experiencing difficulties. At times the absence of student work was explained by a range of factors by the family. Online assemblies were created by staff to help engage the entire community and provide a sense of connectedness. Awards, announcements and sharing of work provided a school wide snapshot for students, staff and the community to celebrate together during a challenging time of life. Upon our return to face to face teaching the school ran an 'engagement week' which included the chance for students and staff to re-orient themselves to school life and participate in a range of collaborative activities. A focus on social skills and routine was implemented as the impact of extended lockdown was being actively monitored by the school.

Wellbeing

Student, staff and community wellbeing was the key focus for Fleetwood PS in 2021. Being responsive to the needs of the community required constant adjustments and understanding of the current context or situation we were presented with. Staff ensured students had the opportunity to seek support and linked in with Leadership when they felt the issue was more serious. The inclusion of lunch time clubs and specialist clubs in Google Classroom allowed children a more relaxed environment to join with their classmates and teachers. Upon returning to school, we also explored the use of lunch time clubs to engage children and committed to continuing these clubs in 2022. The SWPBS focus on positive communication and identifying children's strengths helped all children in the school feel acknowledged and seen as an individual. The school-wide 'Power Up' acknowledgement system helped all children feel like their positive actions were worthwhile, which was celebrated at the end of the year with 'Power Up Champion' medals going out to one proud winner in each class. Supporting staff was a priority throughout this challenging time, where the lines between work life and family life became blurred. Staff were treated fairly and individually and asked to look after their own mental health and wellbeing to ensure they were able to support their classes. The impact of a significant increase in online meetings resulted in streamlining our meeting procedures to be short, sharp and effective and always with a relational focus (eg. round table discussions on relatable topics). The use of special morning teas, affirmations, a Principal Takeover Day and even an online Escape Room was used to bring some joy into a difficult time. As a result, 94% of staff identified the school leaders cared about staff health and safety. To support the community, the school aimed to be understanding and vulnerable with its online communication, as well as responsive in terms of government or Department of Education information they were entitled to be aware of.

Finance performance and position

Our 2021 SRP result was a surplus. Covid-19 restrictions had a direct impact on our position, as planned grounds and building projects were deferred due to trade limitations imposed by these restrictions. Having knowledge from the previous year of further expenses to come regarding staff replacement and illness due to Covid upon returning to face

to face teaching, the need to be cautious with further spending during these uncertain times was recognised. Extraordinary expenditure included employment of extra staff to cover onsite supervision during remote learning for the essential workers' children. Funding that was received included the Tutor Learning Initiative, Respectful Relationships, Student Excellence Program and the Equipment Boost. We were able to facilitate specialised sporting programs and provide associated equipment requirements by receiving grants from Sporting Schools, as well as a Sporting Club Connect Grant to use to deliver a free out of school hours sport program in Terms 1 and 2, 2022.

The following contracts were entered into by the school:

Thumbs up Mowing – increase cuts from 12 to 18 per year

Zero 3 – telephone and internet supplier, 3 years

Compass – community communication platform implemented

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.

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 278 students were enrolled at this school in 2021, 140 female and 138 male.

28 percent of students had English as an additional language and 2 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).

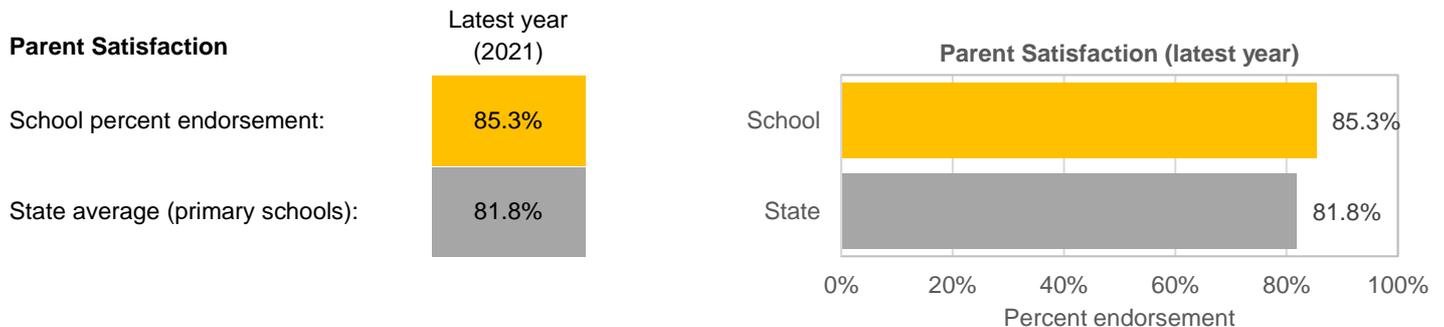
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

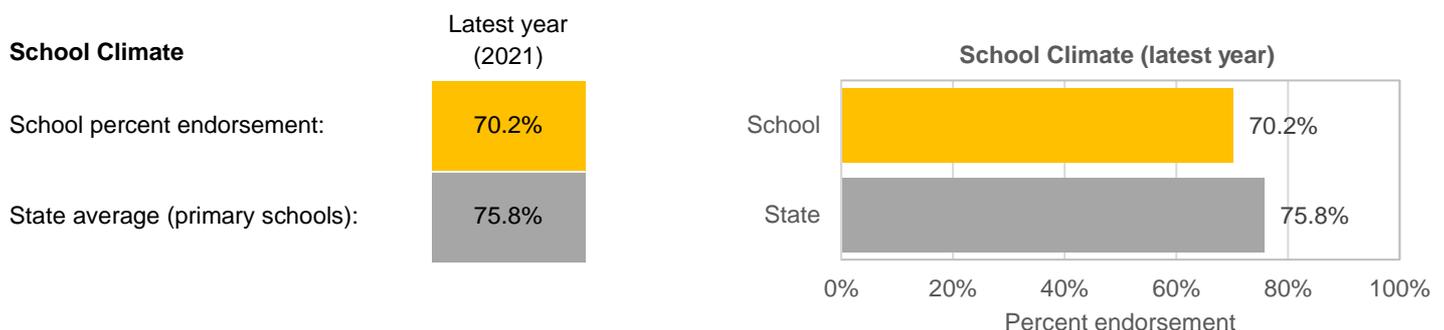


School Staff Survey

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.



ACHIEVEMENT

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
(2021)

School percent of students at or above age expected standards:

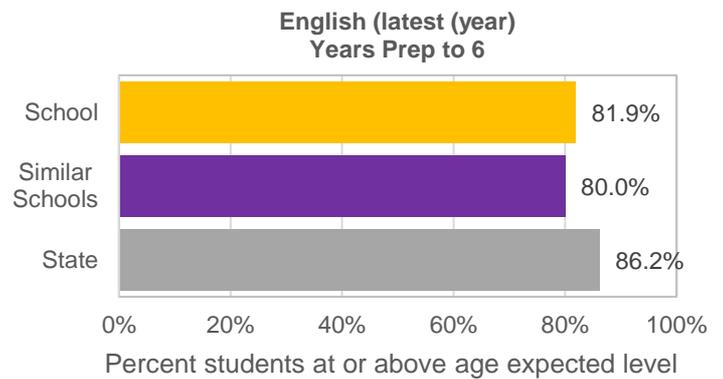
81.9%

Similar Schools average:

80.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

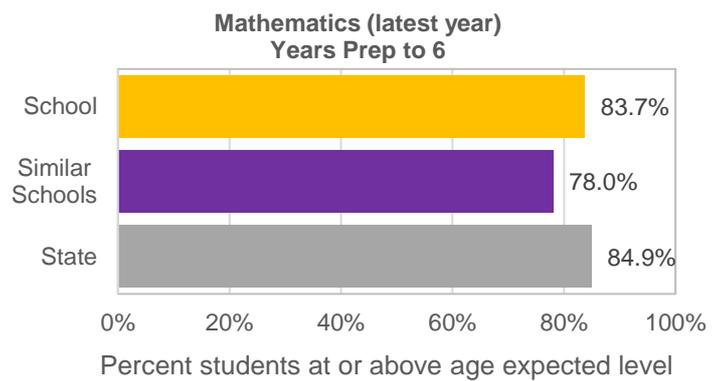
83.7%

Similar Schools average:

78.0%

State average:

84.9%



ACHIEVEMENT (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.

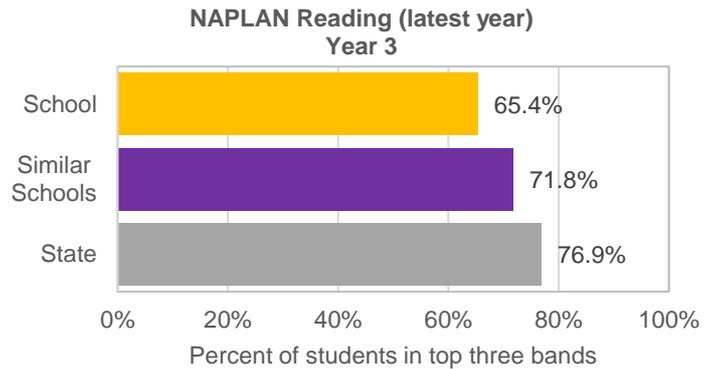
NAPLAN

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 2018, 2019 and 2021 data.

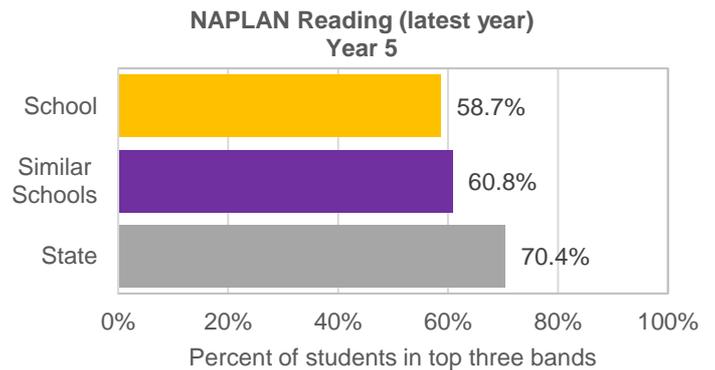
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.4%	66.1%
Similar Schools average:	71.8%	70.2%
State average:	76.9%	76.5%



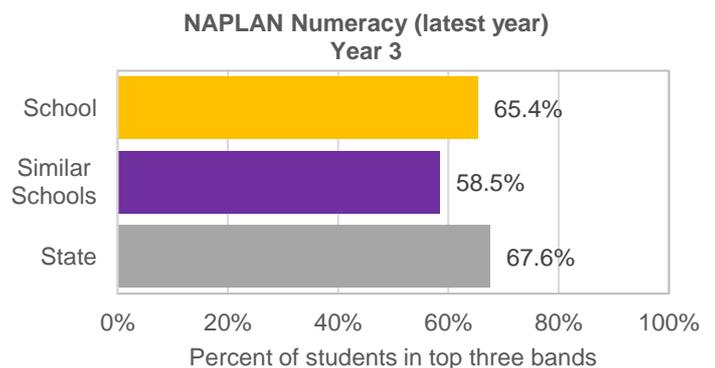
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.7%	59.4%
Similar Schools average:	60.8%	58.3%
State average:	70.4%	67.7%



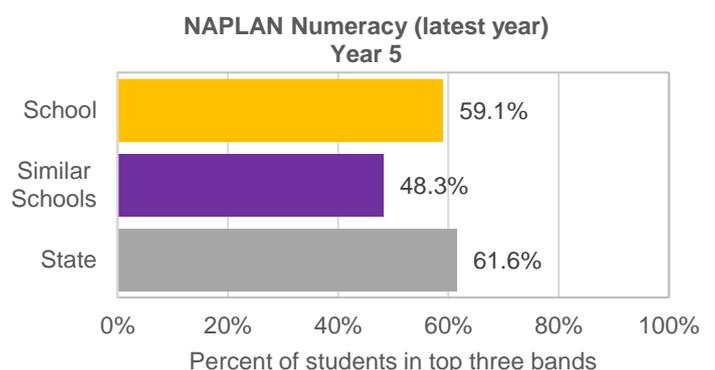
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.4%	66.9%
Similar Schools average:	58.5%	59.2%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.1%	52.2%
Similar Schools average:	48.3%	48.5%
State average:	61.6%	60.0%



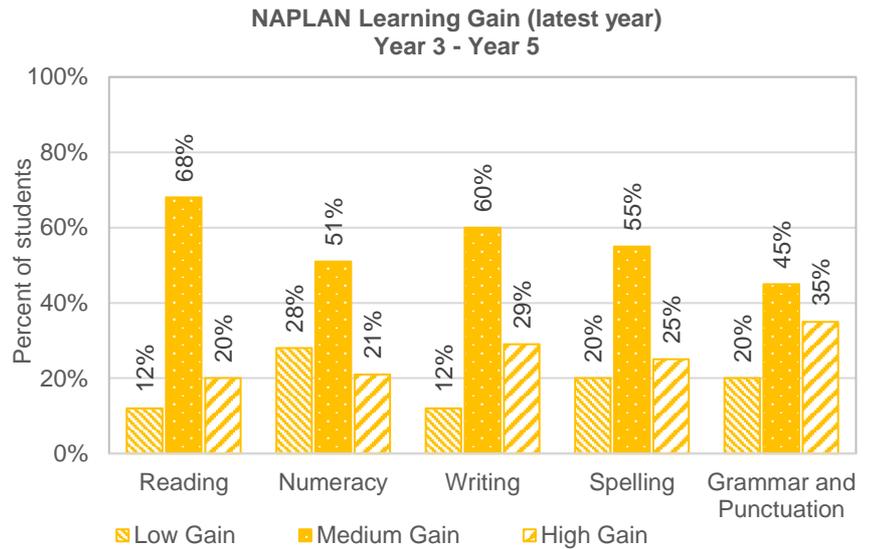
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	12%	68%	20%	19%
Numeracy:	28%	51%	21%	20%
Writing:	12%	60%	29%	22%
Spelling:	20%	55%	25%	22%
Grammar and Punctuation:	20%	45%	35%	23%



ENGAGEMENT

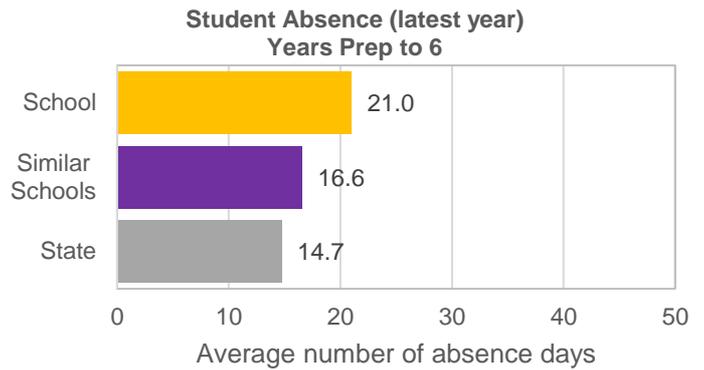
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	21.0	18.1
Similar Schools average:	16.6	16.7
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	85%	86%	90%	87%	91%	91%	94%

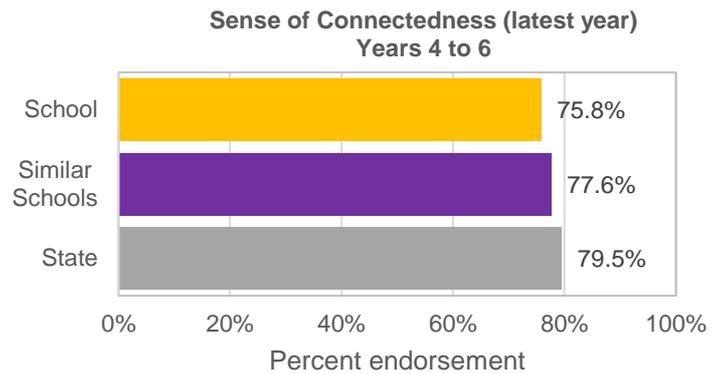
WELLBEING

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 (2021)	4-year average
School percent endorsement:	75.8%	73.4%
Similar Schools average:	77.6%	78.4%
State average:	79.5%	80.4%

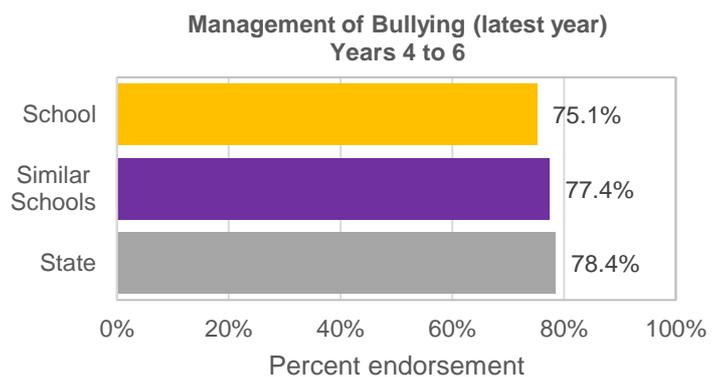


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 (2021)	4-year average
School percent endorsement:	75.1%	72.2%
Similar Schools average:	77.4%	78.3%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$3,109,732
Government Provided DET Grants	\$388,211
Government Grants Commonwealth	\$9,217
Government Grants State	\$0
Revenue Other	\$6,555
Locally Raised Funds	\$62,711
Capital Grants	\$0
Total Operating Revenue	\$3,576,427

Equity ¹	Actual
Equity (Social Disadvantage)	\$237,408
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$237,408

Expenditure	Actual
Student Resource Package ²	\$2,796,867
Adjustments	\$0
Books & Publications	\$516
Camps/Excursions/Activities	\$14,739
Communication Costs	\$4,009
Consumables	\$26,915
Miscellaneous Expense ³	\$12,041
Professional Development	\$11,218
Equipment/Maintenance/Hire	\$54,609
Property Services	\$158,138
Salaries & Allowances ⁴	\$127,833
Support Services	\$33,948
Trading & Fundraising	\$18,578
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$27,897
Total Operating Expenditure	\$3,287,307
Net Operating Surplus/-Deficit	\$289,120
Asset Acquisitions	\$10,634

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$536,179
Official Account	\$36,392
Other Accounts	\$0
Total Funds Available	\$572,571

Financial Commitments	Actual
Operating Reserve	\$57,583
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$86,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$53,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$155,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$351,583

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.