

# 2020 Annual Report to The School Community



**School Name: Foster Primary School (6221)**



- 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 2020 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 28 April 2021 at 11:29 AM by Scott Moorhouse (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 April 2021 at 02:57 PM by Matt Wallis (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section 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.

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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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### 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).

## 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Foster Primary School is a co-educational school located at the gateway to Wilson's Promontory, 173 kilometers south-east of Melbourne. Foster Primary School's vision is 'Everyone Can Learn to Learn'

This embodies the schools commitment to student engagement, inclusion and high quality academic education.

At Foster Primary School we believe that students will achieve academic and social and emotional growth through having agency and voice in their learning. This is achieved through an active student leadership program where students are involved in most aspects of decision making throughout the school. We also believe that collaboration is the key to a highly congruent and well educated school. This ideal is demonstrated by our staff and student commitment to the school wide instructional model (I do, we Do, you do), our staff commitment to the PLC process and our students commitment to working collaboratively both within the school community, with other schools and community groups.

The values our school community embraces are: Be Respectful, Be Caring, Be a Learner, Be Safe and 'Our Best Always'.

In 2020, our enrolment was 208 students, divided into two sub-schools: a junior school, comprising a Prep, Prep 1 two 1/2 classes and a 2/3 class. A senior school comprising a 3/4 class and 4/5 class and two 5/6 classes. The school's SFOE is 0.37. The staffing profile is made up of 1 principal, 1 learning specialist, 15 teachers (12.5 EFT), 3 education support staff (3.0 EFT), a business manager, an administrative assistant and a garden technician.

### Framework for Improving Student Outcomes (FISO)

In 2020, the School's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of 'Building Practice Excellence' and 'Curriculum Planning' This included:

- The implementation of Common Assessment Tasks in numeracy and writing.
- Developing and documenting essential learnings for students at Foster Primary School.
- Having staff develop a deeper understanding of professional learning teams to improve student learning.
- Exploring what student voice and agency looks like in the classroom.

Foster Primary School delivered on our KIS to develop and document essential learning in Numeracy and continue to develop the essential learnings for writing. However, some of the associated AIP actions and professional development plans were modified to suit remote learning.

There was a large focus on student and staff wellbeing during the long remote and flexible learning periods. There was also a large focus on building staff and student technology capability to adapt to a modified way of learning and teaching.

### Achievement

In 2020 the school continued work on its strategic plan goal of maximising the learning and growth in Writing and Numeracy for each student.

Students in year F - 6 continue to improve in both literacy and numeracy although the progress has been somewhat slower than expected presumably to the remote and flexible learning periods. The school cannot identify, with accuracy, whether it has met this goal as NAPLAN was not conducted at this school in 2020. It can be seen from the teacher judgements across each year level that there was an improvement in Numeracy (number) with 26% of students above expected level and a slight improvement in writing with 18% of students above the expected level.

Additionally, the school also has been working on increasing student voice and agency in learning.

Unfortunately during 2020 these effort were also curtailed by two remote and flexible learning periods and the focus was shifted to student wellbeing at the same time there was an expected decline in this area. Staff at Foster Primary School have familiarized themselves with DET documentation and expectations in this area. In 2021 this is anticipated to be an area of growth for the school.

**Engagement**

At Foster Primary School students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement, and social capacity.

This year the school focused on KIS related to the FISO dimension Empowering Students and Building School Pride. The work in this area is ongoing, intentional and, in 2020 included programs such as School Leaders Program, Step Up / Transition Program along with student mentor partnerships. A range of opportunities for student voice were not available due to remote and flexible learning as opposed to programs which have been run in the past.

The school had a focus on student voice and agency, as indicated in the 2020 AIP. Although the target of increase to 80% of positive endorsement, the target was not met.

In 2020, Foster Primary School continued to work with families to ensure students were at school and learning during onsite instruction. The school continued to send SMS messages to parents, requesting them to notify the school of any absences, sent out monthly reports to parents with unexplained absences and made phone calls to parents for unexplained absences and extended student breaks. The school works closely with the re-engagement officer to support chronic absences and return to school processes. Our attendance during remote learning was similar to the attendance while onsite.

**Wellbeing**

We have made significant progress in student wellbeing over the past two years, and this is reflected in ongoing improvements in our Attitudes to School survey results. In 2020 results in most areas of AToSS moved into the 3rd or 4th quartile, consistent with the improvements over the past three years. The strength of the wellbeing program at this school remains the relationships and trust built by teachers with students as is reflected in the SATSS results in motivation, engagement, advocacy and a sense of connectedness.

Student wellbeing was a major focus during the remote and flexible learning periods. A focus was put on learning confidence and student mental health. In 2020 the school continued to promote a positive learning environment for all students through SWPBS and continued to employ a wellbeing officer. Staff were given extra time to follow up with students and families and encouraged concentrate on learning and wellbeing concerns.

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results, performing within well above the state average across most areas. The school has a strong Parents club and school learning assistance program which will be re-ignited in 2021 with the easing of COVID19 restrictions.

The staff satisfaction, according to the School Staff Survey under school Climate was 10% above the state average. All other categories were extremely positive however benchmark data was not supplied.

**Financial performance and position**

Foster Primary School maintained a very sound financial position throughout 2020. The School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$114,986. This surplus occurred mainly through fund held over for essential building and grounds repair works to be carried out in 2021. School based programs refer to target teaching areas which include the SAKG program. The generous donations and memorial accounts contributed also to our surplus along with the plantation funds held in conjunction with the Foster Secondary College.

**For more detailed information regarding our school please visit our website at**  
<http://www.fosterps.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 216 students were enrolled at this school in 2020, 110 female and 106 male.

3 percent of students had English as an additional language and 4 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) which takes into account parents' occupations and education.

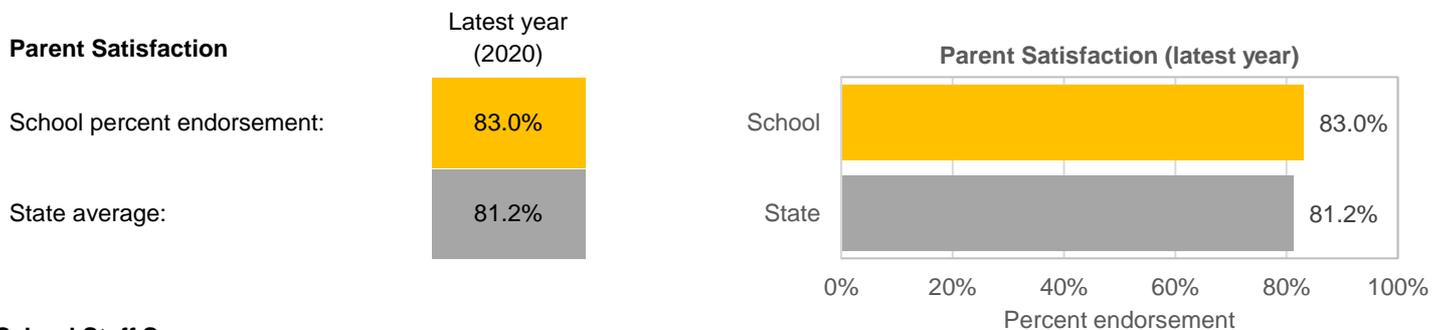
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

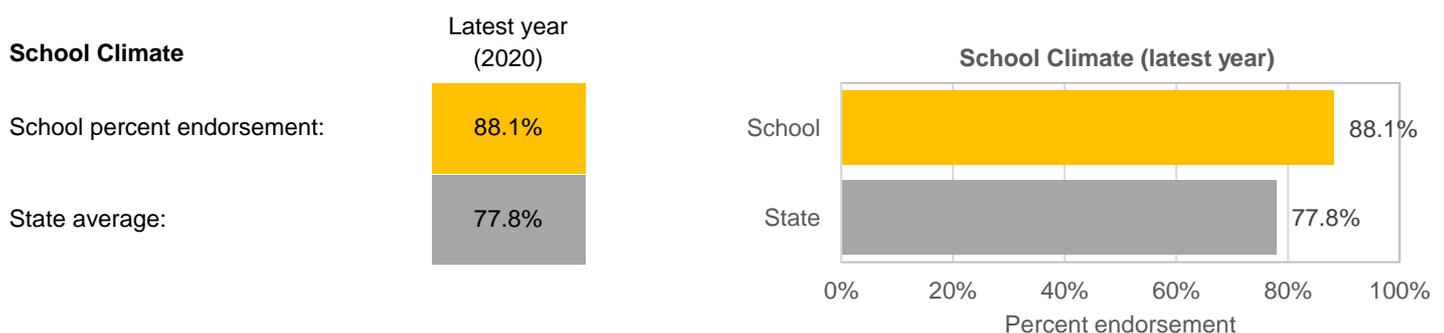


### School Staff Survey

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  
(2020)

School percent of students at or above age expected standards:

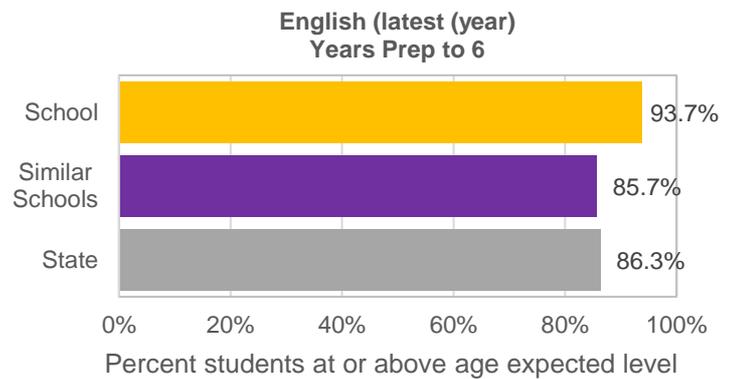
93.7%

Similar Schools average:

85.7%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

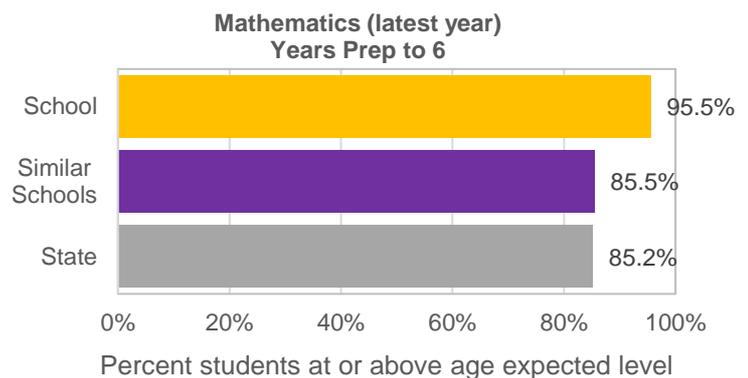
95.5%

Similar Schools average:

85.5%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

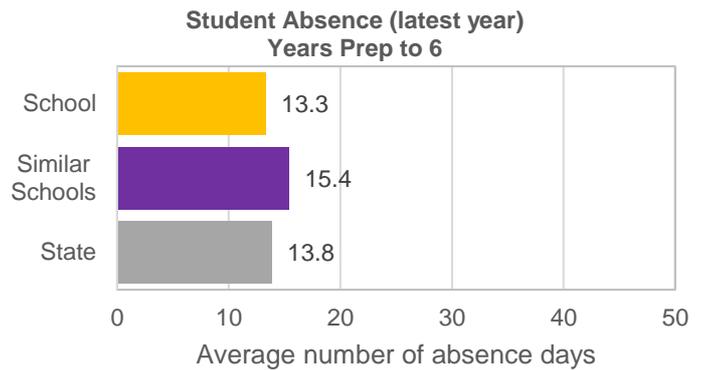
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	13.3	15.2
Similar Schools average:	15.4	15.3
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	93%	93%	94%	94%	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.

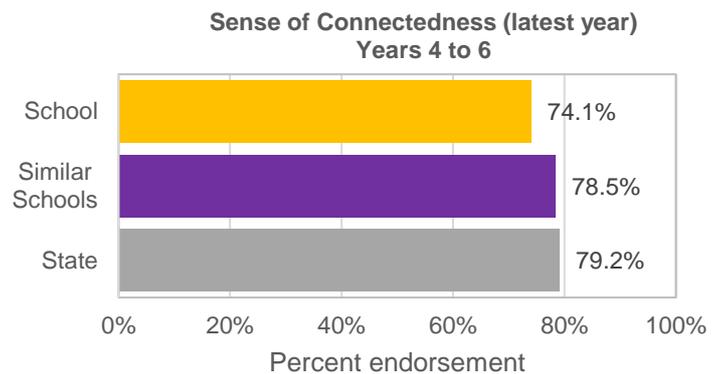
### Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	74.1%	74.8%
Similar Schools average:	78.5%	80.4%
State average:	79.2%	81.0%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

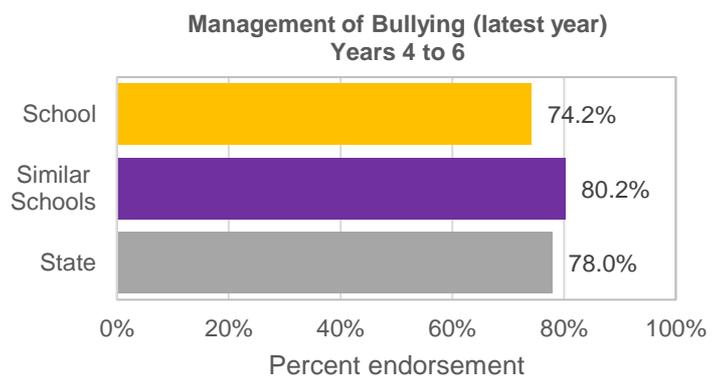
### Student Attitudes to School – Management of Bullying

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	74.2%	75.8%
Similar Schools average:	80.2%	82.3%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$1,688,308
Government Provided DET Grants	\$417,216
Government Grants Commonwealth	\$10,050
Government Grants State	NDA
Revenue Other	\$9,412
Locally Raised Funds	\$119,392
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$2,244,378</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$29,357
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$29,357</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,666,182
Adjustments	NDA
Books & Publications	\$4,380
Camps/Excursions/Activities	\$46,817
Communication Costs	\$3,123
Consumables	\$38,418
Miscellaneous Expense <sup>3</sup>	\$19,888
Professional Development	\$5,666
Equipment/Maintenance/Hire	\$37,756
Property Services	\$141,404
Salaries & Allowances <sup>4</sup>	\$125,450
Support Services	\$300
Trading & Fundraising	\$21,028
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$18,980
<b>Total Operating Expenditure</b>	<b>\$2,129,392</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$114,986</b>
<b>Asset Acquisitions</b>	<b>\$6,321</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 02 Mar 2021 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 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$263,291
Official Account	\$2,267
Other Accounts	\$3,203
<b>Total Funds Available</b>	<b>\$268,760</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$64,816
Other Recurrent Expenditure	NDA
Provision Accounts	\$203
Funds Received in Advance	NDA
School Based Programs	\$132,487
Beneficiary/Memorial Accounts	\$15,402
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$12,033
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$41,152
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$266,093</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.*