

# 2022 Annual Report to the School Community

School Name: Fountain Gate Primary School (5072)



- 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 20 March 2023 at 12:01 PM by Ilknur 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 24 March 2023 at 03:29 PM by Hermina Melkic (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

Fountain Gate Primary School is located in the south-eastern suburbs, approximately 45 kms from the Melbourne CBD. A wide range of culturally and linguistically diverse backgrounds is represented in the student body. Each student is respected as a unique individual who brings a wealth of diverse experiences to the school. In order to maximise the potential of each student, teachers focus on developing relationships with each student and create opportunities to foster peer to peer relationships. Leadership is committed to balancing the high expectations it has for all its learners for academic progress with its commitment to supporting student wellbeing.

Our school's vision states "Fountain Gate PS is a community of active, focused learners who share their curiosity, voice and expertise with others". Our moral purpose as an organisation is to know, inspire and challenge every child every day. The core purposes of our improvement efforts in 2022 were related to strengthening our focus on student learning - with an increased focus on numeracy - and student wellbeing. Our professional learning as a school centred around:

- Embedding cycles of collaborative inquiry focusing on differentiation to improve student outcomes.
- Clarifying and developing the school's instructional model.
- Developing a shared understanding of student learner agency.

Some of these objectives were compromised to an extent due to Covid 19 illnesses and teacher shortages, however overall progress was made.

Our workforce consists of 2.0 Principal class, 29.89 Teaching staff, 6.58 Integration staff, 3.0 Office staff, 2.35 Tutors (TLI), 1.0 ICT support, 2.0 Buildings and Grounds, 0.8 Community Hub leader, 0.8 First Aid, 0.51 Canteen, 0.8 Social Worker, 0.4 Attendance Officer. The students are organised in year level classes, with composite classes where necessary.

Our teaching staff are supported by a significant number of Education Support staff including classroom education support and a social worker. Together, we work as a strong team to support the needs of our diverse community. Our community partnerships are strengthened through our Community Hub, supporting families by offering a range of classes which include language, citizenship, cooking and playgroup sessions. In 2022 we were successful in receiving a grant to start an Out of School Hours Care program in 2023.

As with most Victorian schools, we are implementing the Victorian Curriculum and we continue to have a focus on using Professional Learning Communities to develop a consistent approach to curriculum delivery. Our priorities include a strong emphasis on Literacy and Numeracy which is also reflected in our staffing allocation to support students with their learning needs. Our specialist classes in Visual Arts, Drama, Physical Education, Music, Science and Maths in Action enhance our core curriculum. The well-being and safety of all students is at the forefront of all decisions we make and we are committed to using a Restorative Practices approach, which focuses on developing positive relationships between students, teachers and students. The school's Wellbeing Team have implemented social skills and self-regulation programs for targeted students and they liaise with various organisations to provide relevant and up-to-date information for our families. Every aspect of our school's programs support the wellbeing of students, staff and families. The school has in place excellent protocols for identifying and monitoring the well-being of students, through weekly meetings of the Wellbeing Team. Interventions include liaison with School Support Services, Allied Health staff, Speech Therapists, Occupational Therapists and community partnerships. Our school has strong relationships with its feeder kindergartens, which we visit regularly so that we can continue to forge close relationships to enhance the transition to school. Fountain Gate Primary School complies with all the VRQA requirements and the Child Safety Standards.

The school population comprises of 466 students: 228 females and 228 males, 59% of students speak a language other than English at home. The student makeup comprises: 14 students on temporary visas, 26 funded through the Program

for Students with a Disability Program whose learning is tailored to meet their emerging needs within the framework of the Victorian Curriculum. There are 6 students from Aboriginal or Torres Strait Islander backgrounds. 38% of families are eligible for the Camps, Sport and Excursion Fund payment. The 332 families represent 33 different speaking languages. 20% of students live in a single parent family. These factors contribute to the school's Student Family Occupation index of 0.7203.

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

### Learning

Our 2022 Annual Implementation Plan had the following priorities and targets.

Increase the overall percentage of students at or above level against the Victorian Curriculum in Mathematics – Number and Algebra to 67% in Teacher Judgement

2022 Learning Priority Targets:

Increase the percentage of students making above Benchmark Growth in NAPLAN from Year 3 to Year 5 for:

- Reading from 24 per cent in 2021 to be at or above 26 per cent
- Writing from 22 per cent in 2021 to be at or above 24 per cent
- Numeracy from 13 per cent in 2021 to be at or above 16 per cent

NAPLAN for our Year Three and Five students was completed successfully. Students sat four tests over the three-day period that included Writing, Language Conventions, Numeracy and Reading. The majority of students showed confidence and resilience in completing the test. The students performed well, being above 'similar schools' in Reading and Numeracy for Years 3 and 5. '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. As Naplan tests were not conducted in 2020 we were not able to track the benchmark growth data in 2022. The results for the Top 2 bands in Numeracy for both the Year 3 and 5 cohorts were the same as similar schools however we recognise that we were below network schools.

The percentage of students working at or above expected standards in Teacher Judgements was 64.6% which was slightly lower than similar schools. This highlights the need for us to focus on teacher moderation, triangulation of a range of data sets to ensure that teachers are confident in their judgements.

All PSD students continued on their Individual Education Support Plans and we continued to have School Support Group Meetings each term highlighting student successes, movement to a new goal as required and were supported through modified work as required.

### Wellbeing

Every aspect of our school's programs support the wellbeing of students, staff and families. The school has in place excellent protocols for identifying and monitoring the wellbeing of students, through weekly meetings of the Wellbeing Team. Interventions include liaison with Allied Health staff, Speech Therapist, Occupational Therapist and community partnerships.

The school has strong relationships with its feeder kindergartens and secondary schools and continues to improve its Transition programs. Local kindergartens are visited regularly and close relationships continue to be reinforced.

Students in Year 6 were provided with information about many secondary schools and encouraged to visit.

Partnerships with local secondary schools allowed for student visits as well as visits by the Year 7 Coordinator to relevant students.

Our parent survey data in the area of transitions matches network and state scores, however we continue to look at ways to improve our processes.

In 2022 there was more emphasis on the improvement of in-school transitions with extended visits to new classes and exchange of data. We intend to enhance this process further in 2023.

The school will focus on strengthening the implementation of Restorative Practices and Zones of Regulation to enhance students' social and emotional skills in order to increase connectedness to peers. This will be supported through our work with Life Skills Go where students are explicitly taught emotional literacy. All staff have engaged with ongoing professional learning to enhance wellbeing and are supported by Leading Teachers who work directly with all staff.

## Engagement

The school has a strong commitment to engaging all students to reach their potential. We have in place a number of excellent programs to enhance and support the whole child. These include:

- a strong Student Leadership profile
- constant reinforcement of our school values.
- regular intervention meetings with our Wellbeing Team including our Social Worker, Speech Therapist and Department Psychologists.
- Close contact with families needing support
- Breakfast Club operates 5 mornings a week
- Restorative Justice practices
- Cybersafety programs re-visited annually

Community Hub provides a list of comprehensive programs which our families access on a daily basis.

Survey results from our students indicate that sense of connectedness to the school has seen a decline which is reflected in our attendance data. Student absences has seen an increase to show an average of 31.4 days which is higher than the similar school average. Common reasons for non-attendance include illness and extended family holidays.

Attendance is checked daily, and an SMS is sent to each family with a student who is absent. They are expected to call the school with a valid reason for being away. Our attendance officer contacts each family daily and keeps an attendance concerns list which is followed up by the Wellbeing Team and Principal. Support is given for chronic absences, through outside agencies like the Orange Door, McKillop House and Windermere and the use of attendance plans.

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## Other highlights from the school year

Our Community Hub is in its 2nd year of operation and is growing daily. Many programs to support our families are on offer. These include:

- Citizenship Classes
- English Classes
- Playgroup
- Conversation English Classes
- Sewing Classes
- Fitness Classes

Our connections with agencies is a key contributor to the number of families who access the service. These include City of Casey, Bunnings, Woolworths, Monash Health and the Smith Family

There is a strong relationship between the school and the hub currently. The hub frequently works in collaboration with the school and has recurring meetings to maintain communication and discuss new activities and programs for both school students and hub members. For example, the school and hub have worked together on the community garden program and senior students often come to assist with playgroup. A good example of the strong connection between hub and school, is during playgroup, the music class students visit the playgroup to perform songs for the children, and encourage the families to join in. This demonstrates the strong connection between the hub, its members, and the school.

In 2022 an Out of School Hours Care Establishment Grant was successful. TeamKids was chosen as the provider to commence in 2023.

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## **Financial performance**

Fountain Gate Primary School maintained a very sound financial position throughout 2022. The 2018-2021 School Strategic 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 \$10,706.11. This surplus was maintained to enable us to respond in the case of unexpected contingencies. Significant equity funding was allocated to literacy intervention programs, which continued throughout 2022. 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. This is inline and consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# 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 466 students were enrolled at this school in 2022, 228 female and 238 male.

59 percent of students had English as an additional language and 1 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).

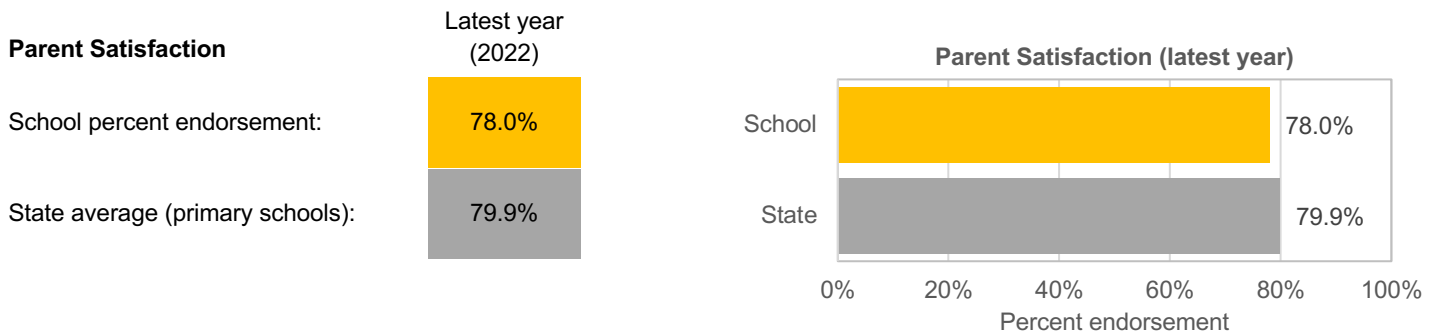
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### 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.

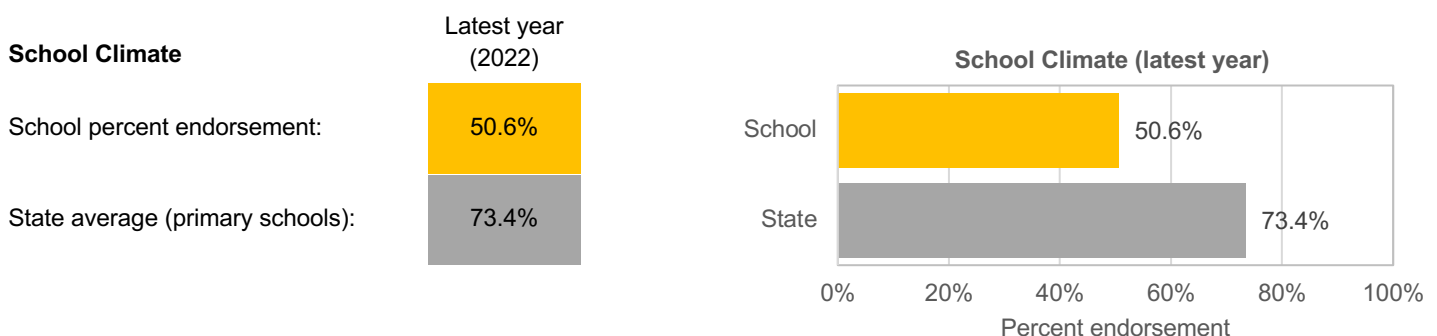


### School Staff Survey

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:

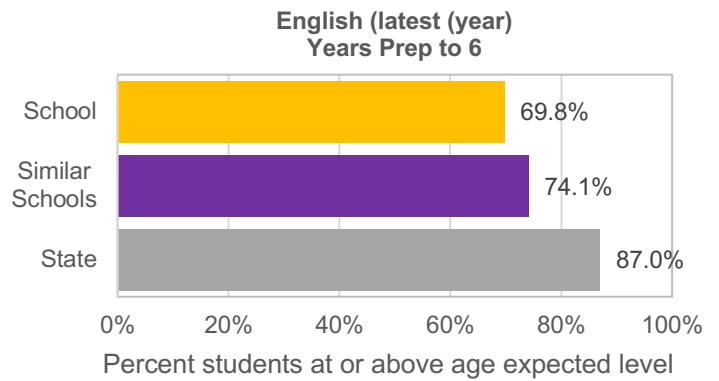
69.8%

Similar Schools average:

74.1%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

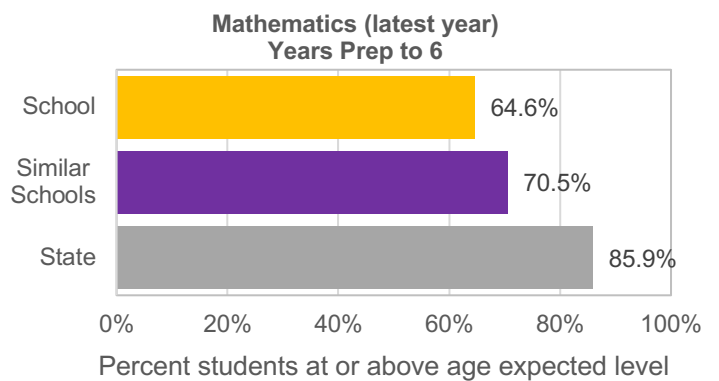
64.6%

Similar Schools average:

70.5%

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.

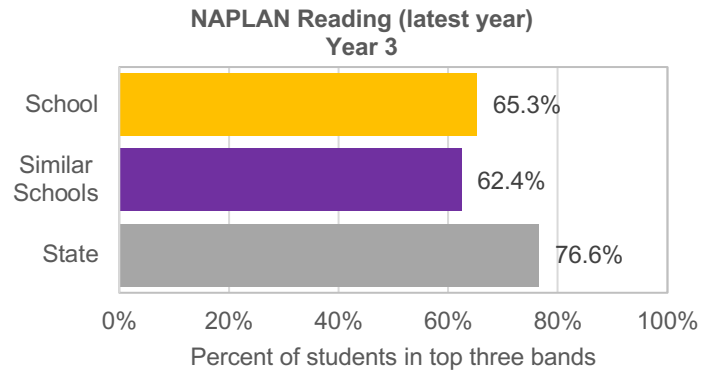
### NAPLAN

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.

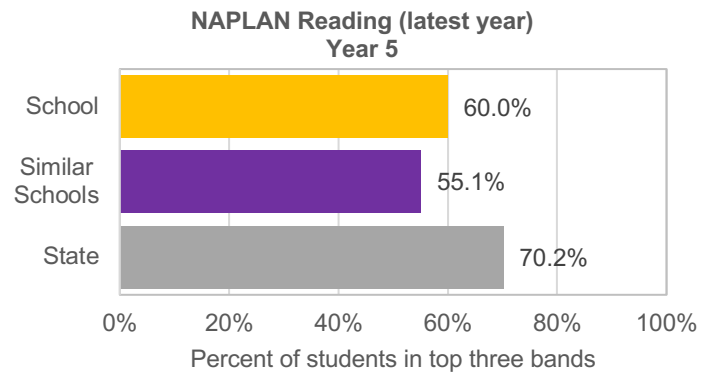
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.3%	62.2%
Similar Schools average:	62.4%	62.9%
State average:	76.6%	76.6%



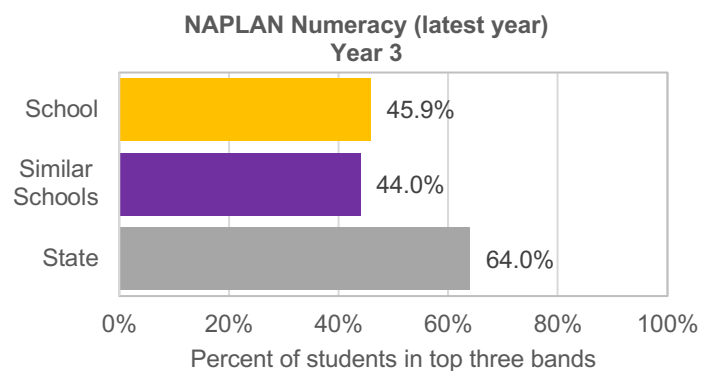
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	54.3%
Similar Schools average:	55.1%	54.0%
State average:	70.2%	69.5%



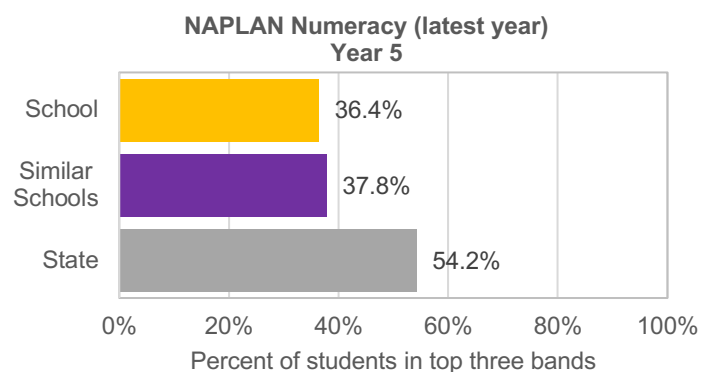
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.9%	49.3%
Similar Schools average:	44.0%	47.9%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	36.4%	34.6%
Similar Schools average:	37.8%	42.2%
State average:	54.2%	58.8%



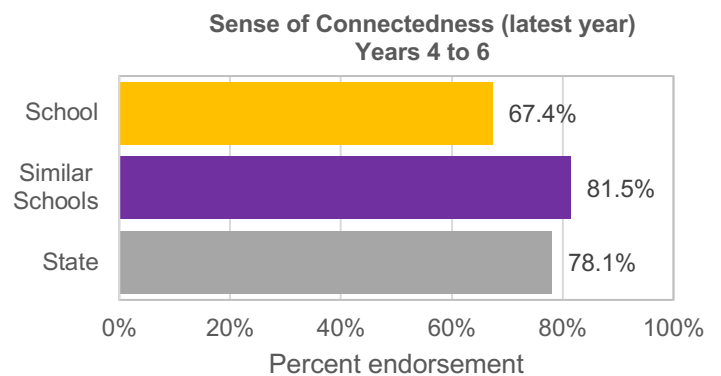
## WELLBEING

**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).

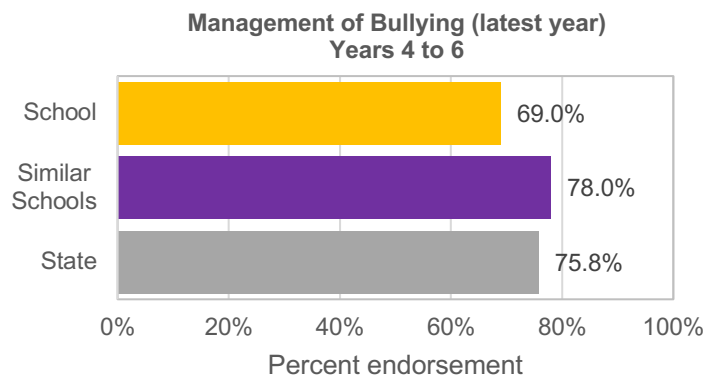
<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2022)	4-year average
School percent endorsement:	67.4%	77.2%
Similar Schools average:	81.5%	82.1%
State average:	78.1%	79.5%



### 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).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2022)	4-year average
School percent endorsement:	69.0%	74.3%
Similar Schools average:	78.0%	79.8%
State average:	75.8%	78.3%



## ENGAGEMENT

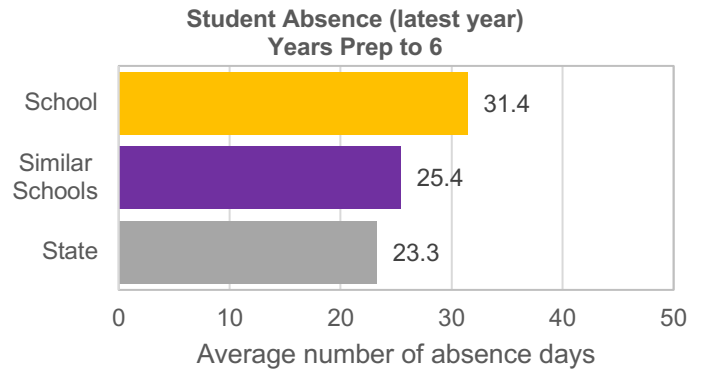
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	31.4	23.9
Similar Schools average:	25.4	20.0
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):	83%	84%	84%	84%	85%	84%	86%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,738,475
Government Provided DET Grants	\$948,501
Government Grants Commonwealth	\$21,504
Government Grants State	\$87,692
Revenue Other	\$14,426
Locally Raised Funds	\$116,449
Capital Grants	\$24,975
<b>Total Operating Revenue</b>	<b>\$6,952,022</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,192,396
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$1,192,396</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,727,769
Adjustments	\$0
Books & Publications	\$7,620
Camps/Excursions/Activities	\$56,082
Communication Costs	\$7,386
Consumables	\$127,923
Miscellaneous Expense <sup>3</sup>	\$21,664
Professional Development	\$20,171
Equipment/Maintenance/Hire	\$150,601
Property Services	\$99,496
Salaries & Allowances <sup>4</sup>	\$220,384
Support Services	\$134,598
Trading & Fundraising	\$30,528
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,460
<b>Total Operating Expenditure</b>	<b>\$6,643,684</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$283,363</b>
<b>Asset Acquisitions</b>	<b>\$110,077</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	\$479,416
Official Account	\$28,114
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$507,530</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$140,804
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$126,905
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$30,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$209,821
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$507,530</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.*