

2020 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).
- 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 23 March 2021 at 01:33 PM by Jenny Duggan (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 29 April 2021 at 03:27 PM by Hermina Melkic (School Council President)

How to read the Annual Report

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.

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.

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)

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. 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.

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

Our school's vision states "Fountain Gate PS is a community of active, focused learners who share their curiosity, voice and expertise". Our moral purpose as an organisation is to know, inspire and challenge every child every day. The core purposes of our improvement efforts in 2020 related to the effective use of data and a range of assessment strategies to target teaching, focusing on high ability students and facilitating their accelerated growth, working on a consistent instructional model, running a Timperly inquiry process in relation to Maths, and instigating Peer Observations and Coaching. Some of these objectives were compromised to an extent due to Covid 19 lockdowns, however overall progress was made.

Our workforce consists of 3.0 Principal class, 33.5 Teaching staff, 6.0 Integration staff, 3.0 Office staff, 3.0 Learning Intervention 1.0 ICT support, 1.6 Buildings and Grounds, 1.0 Multicultural Education Aide, 0.8 Community Hub leader, 0.8 First Aid, 0.5 Canteen.

The students are organised in year level classes, with composite classes when necessary. Fountain Gate Primary School is located in the South Eastern suburbs of Melbourne. In 2020 our school's enrolment was 501 students, with 61 percent having an additional language other than English.

Framework for Improving Student Outcomes (FISO)

1a Building Practice Excellence Key Improvement Strategy: Build teacher capacity to utilise data and a range of assessment strategies to teach to students' point of learning.

Action 1. Continue to build understanding of the purpose of assessment and data and how to use it to inform teaching and learning.

During 2020 Fountain Gate Primary School was able to progress its objective of using assessment and data to inform teaching and learning, particularly in levels 4-6. Learning Intentions and Success Criteria were used in remote learning via Google Classroom and Webex. Collected work samples enabled teams to collaborate and build their skills in analysing and planning for responsive learning tasks. These activities were more difficult to establish F-3. During the initial lockdown, junior students had significant difficulty in using learning technology to engage in remote learning. In response, the school sent home hard copy learning packs in the second lockdown, which were more successful. This mode of delivery made it more difficult to collect learning data. Significant resources were expended to undertake comprehensive assessments of all F-3 students upon their return to school. Regular contact was made with families to provide support, and students were also brought onsite.

Action 2: Develop and implement a peer coaching model.

In 2020, Fountain Gate Primary School determined the best Peer Coaching model for our purposes, and developed support materials appropriate for our context. Peer Observation partners were established and met online.

1b Curriculum planning and assessment Key Improvement Strategy: Ensure the school's curriculum planning and assessment practices reflect the school's vision, beliefs and pedagogy.

Action 1. Refine and document whole school instructional model

During 2020 professional learning teams and the staff as a whole undertook research, professional reading, evaluation and planning in relation to a whole school instructional model. The school has decided to adopt the Gradual Release of Responsibility model, and believe it will help us achieve the goals in our Strategic Plan.

2a Building leadership teams Key Improvement Strategy: Build a professional learning community culture

Action 1: Continue to implement the Professional Learning Community model, including engaging in a whole school inquiry on mathematics.

The inquiry on mathematics was conducted in term 1, and resolved to adopt the Gradual Release of Responsibility instructional model for mathematics. This approach will be more fully embedded in 2021.

2b Building leadership teams Key Improvement Strategy: Build the capacity of leaders to drive school improvement
Action 1: The School Improvement leadership team continued to use Professional Learning Community principles throughout 2020, despite having been in lockdown. These processes were used to enable effective decision making in challenging times.

Achievement

In 2020, the school continued to work on its strategic plan goal of improving the learning growth of every student in literacy and numeracy, despite modifications necessary during Covid lockdowns. Webex was established across the school and proved to be the most effective communication tool with students and families alike. Students in F-3 used hard copy packs supported by regular Webex meetings at the whole group, small group and individual level. These interactions included explicit instruction, collaborative group work and the collection of assessment data. Students in Level 4-6 experienced the same model, using Google classroom (no hard copies).
Our school performance summary indicates that teacher judgements of achievement in English and Mathematics, and parent satisfaction are within 5% of similar schools. The school worked throughout the 2020 lockdowns to contact families who were not engaging online and collaborate to find solutions for a wide range of issues that arose as a result of the pandemic. Our percent endorsement for School Climate varies from the state by 13%. At the end of 2020, our school was successful in applying to become a Community Hub. We believe the Hub will help us continue to build strong relationships with our community.
Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans. These goals were significantly tailored to meet the needs of students learning at home.

Engagement

Student attendance during online learning was slightly lower than in recent years. Where engagement was challenging, we encouraged parents to allow their children to attend onsite. The school ran successful Webex meetings with families that improved attendance. During learning times, Growth Mindset characteristics were explicitly incorporated into the tasks, and reinforced in pair and small group settings. Our attendance officer also stayed in contact with families where attendance was a concern. Along with the Wellbeing Coordinator;
Identified students on daily list to be checked for attendance, calls made if unexplained absence
Compass flags set to alert attendance officer if students are absent 3 or more consecutive days
Compass flags set to alert attendance officer if student's attendance is below 70%, these children are added to daily concerns list and also called every unexplained day they are absent
Students with attendance below 70% are called and verbally encouraged to meet the goal of no more than 7 days total absence per semester
Emails sent daily to identified students PLUS students flag for 70% or less attendance
Department letter sent to extreme absence cases
Parent support meeting arranged for extreme absence cases
Class award for 100% attendance

Wellbeing

The school has used the "Zones of Regulation" to assist students to manage and self-regulate their emotions. This was particularly important during lockdowns. The school produced support videos and ran online events to reinforce these skills.
Rights, Resilience & Respectful Relationships sessions continued throughout 2020. The sessions were run by teachers, and actively supported by the Wellbeing Coordinator and the School Counsellor. The foci for the year were emotional literacy, personal strengths, stress management and positive coping. Tribes energisers were used with staff both in person and online, in order to support connectedness during lockdowns. These supports have continued in 2021.

Financial performance and position

Fountain Gate Primary School maintained a very sound financial position throughout 2020. 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 \$122,942. 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 online during remote learning. 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.

For more detailed information regarding our school please visit our website at
<https://www.fountaingateps.com>

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 501 students were enrolled at this school in 2020, 256 female and 245 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

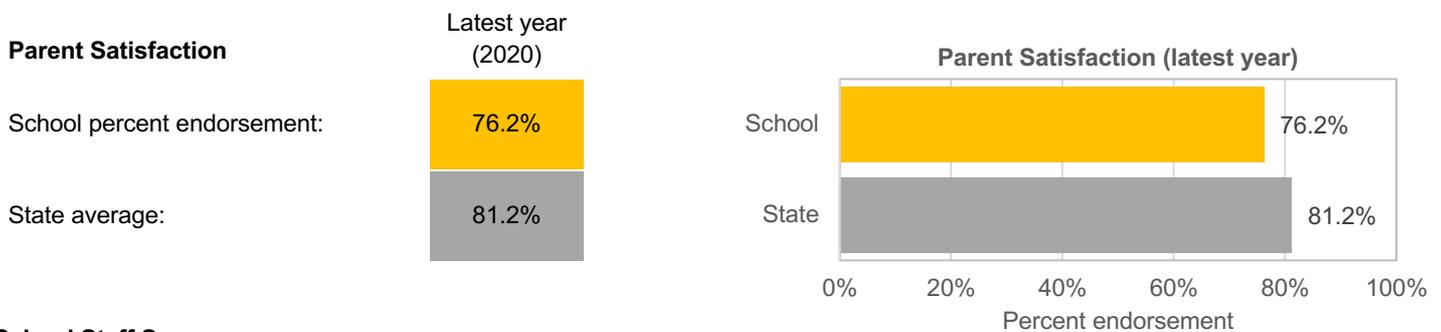
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

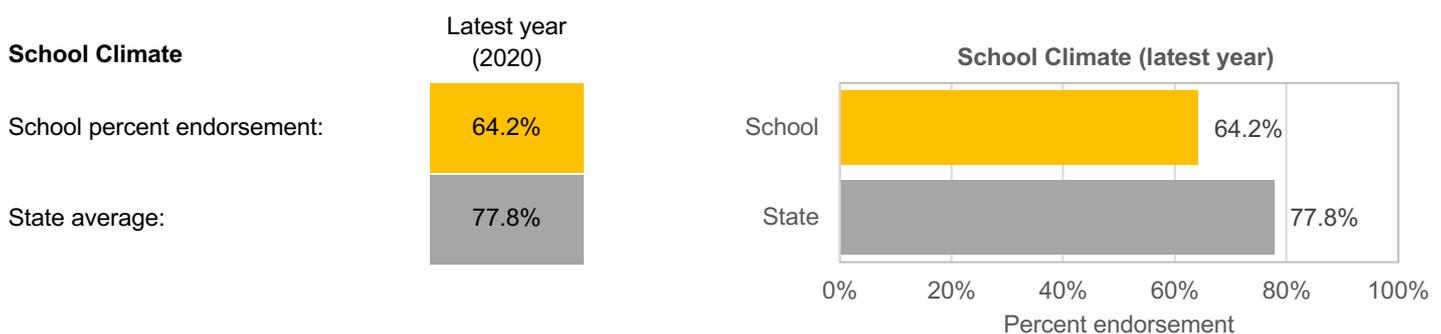


School Staff Survey

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.



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:

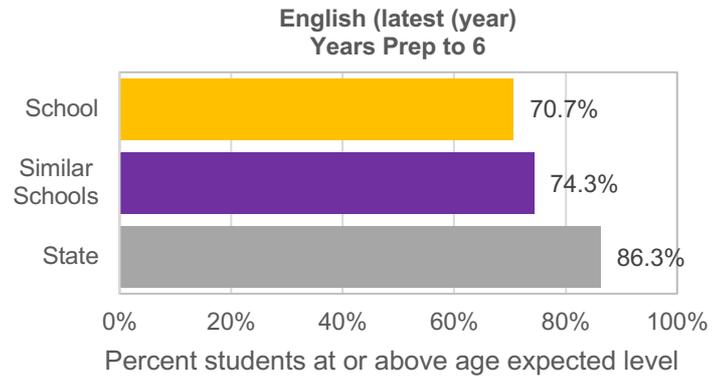
70.7%

Similar Schools average:

74.3%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

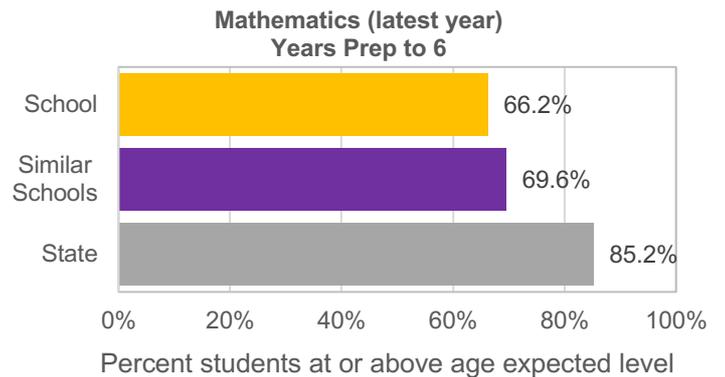
66.2%

Similar Schools average:

69.6%

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

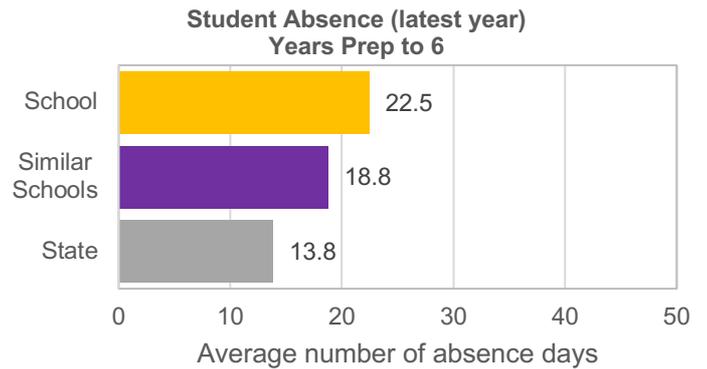
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	22.5	21.0
Similar Schools average:	18.8	17.9
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):	92%	88%	91%	89%	89%	86%	86%

WELLBEING

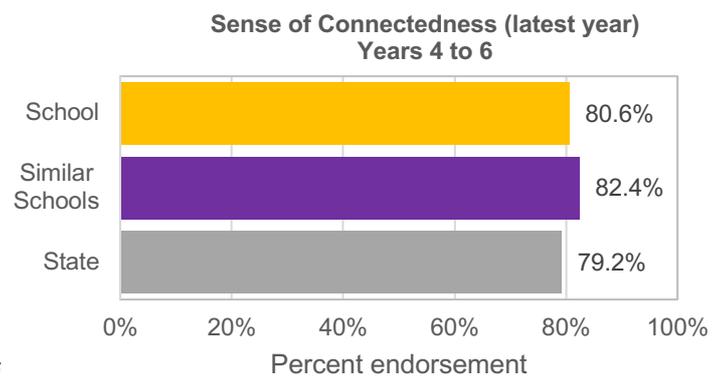
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	80.6%	83.1%
Similar Schools average:	82.4%	84.1%
State average:	79.2%	81.0%



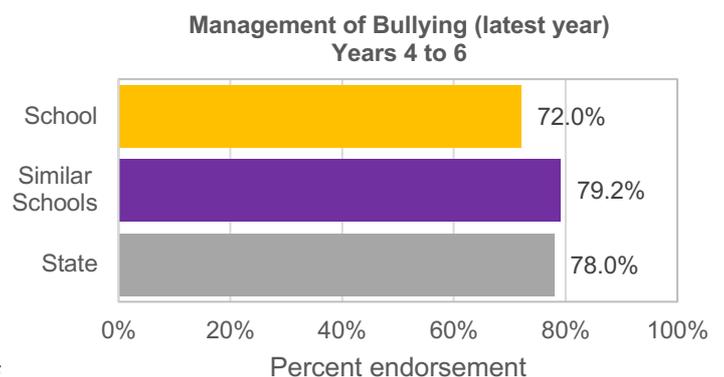
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	72.0%	78.8%
Similar Schools average:	79.2%	81.6%
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	\$5,683,257
Government Provided DET Grants	\$571,431
Government Grants Commonwealth	\$8,965
Government Grants State	NDA
Revenue Other	\$4,586
Locally Raised Funds	\$91,964
Capital Grants	NDA
Total Operating Revenue	\$6,360,203

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,085,540
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$1,085,540

Expenditure	Actual
Student Resource Package ²	\$5,739,534
Adjustments	NDA
Books & Publications	\$4,173
Camps/Excursions/Activities	\$17,878
Communication Costs	\$4,832
Consumables	\$108,122
Miscellaneous Expense ³	\$13,041
Professional Development	\$9,790
Equipment/Maintenance/Hire	\$39,232
Property Services	\$100,573
Salaries & Allowances ⁴	\$80,106
Support Services	\$63,845
Trading & Fundraising	\$15,104
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$41,031
Total Operating Expenditure	\$6,237,261
Net Operating Surplus/-Deficit	\$122,942
Asset Acquisitions	\$19,320

- (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 01 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

Funds available	Actual
High Yield Investment Account	\$304,987
Official Account	\$23,517
Other Accounts	NDA
Total Funds Available	\$328,504

Financial Commitments	Actual
Operating Reserve	\$68,074
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$63,322
School Based Programs	\$46,284
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$56,276
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$94,548
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$328,504

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.