School Overview

SCHOOL PROFILE

Context
Upwey Primary School is situated in the Dandenong Ranges, approximately thirty-five kilometres to the east of Melbourne. The school was established in 1934 and has a current enrolment of 96 students. The old double storey building was officially opened in 1947. The school is set in extensive grounds with a variety of playground areas. It consists of modern and well designed buildings and is located on a picturesque site which takes advantage of the atmosphere and beauty of the Dandenong Ranges. All of the buildings are located on a level section of land adjacent to Burwood Highway.

Upwey Primary School is a school with strong community connections providing a personalised education in a small family school learning environment. Our school is situated adjacent to Upwey High School and near the Upwey Pre-school. Close co-operation and interaction exists between the venues including transition programs and activities. The relationships produce an ideal climate for the transition through all aspects of education.

The school has been involved in Sustainable Schools and Environmental Education initiatives and a number of programs including composting, recycling and walking school bus have been established. During 2007 the school completed a self-evaluation and a school review with subsequent development of a Strategic Plan 2008-2011.

Vision
In partnership with its community, Upwey Primary School inspires and supports all students in striving for excellence.
We guide our students to become responsible, socially competent and engaged individuals who are committed to learning for life, and a sustainable future.
An individualised approach to teaching and learning, acknowledging the diversity of learning styles, interests and talents, encourages all students to achieve their potential.
Our enthusiastic, compassionate and professional staff act as positive role models and provide inspiring leadership to develop and deliver teaching and learning experiences of the highest calibre. A dynamic partnership of students, parents, teachers and the wider community ensures continuous improvement for all.
Our bushland and extensive grounds provide a valuable resource for the implementation of environmental education and sustainable schools programs.
Well maintained buildings, excellent facilities and a comprehensive range of teaching resources enhances the teaching and learning programs. Embracing information technology allows our students to develop expertise and learn as members of the global community.

Values
Upwey Primary School is committed to the following values reflecting the beliefs that we hold as a community and how we interact with and relate to each other:
Integrity
Caring
Respect
Responsibility
Resilience
PRINCIPAL'S REPORT

The year began with the school self-evaluation in preparation for a School Review and subsequent development of a School Strategic Plan 2008-2011 based on recommendations from the process. The process was thorough and detailed with considerable input from the reviewer, students, school staff and community members. I believe we have developed a strong plan for the future based on sound philosophies/values with well-outlined priorities.

The new Written Report Format has been introduced during the year and the staff worked hard in adjusting to the changes to reporting procedures. The VELS curriculum has been introduced with staff moderating standards according to progression points as was particularly evident during a Report Writing Curriculum Day.

Reinstatement work on the old double storey building including roofing and fascia work has been completed and a successful application for asphalting replacement in the staff car park and basketball/netball courts area is seen as a huge lift to the school infrastructure.

Whilst there has been an ongoing need to address behavioural issues with several Year 6 children during the year I have been pleased with the curriculum and addressing of engagement in the classrooms where the teachers are making a real difference in working at gaining improved student learning outcomes and providing value added educational opportunities. I look forward to even stronger development and introduction of further applications to ensure stronger social competencies during 2008.

MALCOLM ASPINALL
STUDENT PROGRESS & ACHIEVEMENTS

Student Learning

Teacher Judgements- VELS-English

In Teacher Judgements against VELS for Reading, Writing and Speaking & Listening the individual Year level results indicate that Year 1 and Year 2 students are at or marginally below state means and Years 3-6 are above state means in all areas.

Teacher Judgements- VELS-Maths

In Teacher Judgements against VELS for Number and Measurement, Chance & Data the individual Year level results indicate that Year 1 and 2 students are at or marginally below state means and Years 3-6 are above state means (2006) in all areas.

The above results indicate a consistency with student performance across all the assessed areas in the VELS Domains of English and Maths.

Teacher Judgements- VELS-Overall

a) The overall combined results of Teacher Judgements for Years 1 to 6 students show that a very small percentage of students have achieved at the D level by the end of the year (4% in Reading, 2% in Writing and 2% in Number) and are therefore considered to be performing at below expected level.

b) The overall combined results of Teacher Judgements for Years 1 to 6 students show that the largest percentage of students have achieved at the C level by the end of the year (63% in Reading, 69% in Writing, 86% in Speaking & Listening, 62% in Number and 83% in Measurement, Chance & Data) and are therefore considered to be performing at the expected level.

c) The overall combined results of Teacher Judgements for Years 1 to 6 students show that between 13-25% of students have achieved at the B level by the end of the year (19% in Reading, 18% in Writing, 25% in Speaking & Listening, 13% in Measurement, Chance & Data) and are therefore considered to be performing above the expected level.

d) The overall combined results of Teacher Judgements for Years 1 to 6 students show between 1-14% of students have achieved at the A level by the end of the year (14% in Reading, 11% in Writing, 1% in Speaking & Listening, 11% in Number and 4% in Measurement, Chance & Data) and are therefore considered to be performing well above the expected level.

e) The high rates operating above or well above the expected level is particularly noteworthy in Reading (33%), Writing (29%) and Number (36%) indicating that these may be strength areas of the school curriculum. Speaking & Listening (14%) and Measurement, Chance & Data (17%)

Teacher Judgments against the VELS - Year levels Prep-6 combined

![Bar chart for Teacher Judgments against the VELS - Year levels Prep-6 combined]
Percentage of students achieving at or above National Benchmarks –

Achievement Improvement Monitor (AIM) testing data indicates that for Year 3 & 5 students 100% are achieving at or above National Benchmarks in Reading, Writing and Maths, as was the case for Writing and Maths in 2006. The Reading area has shown slight improvement from 2006 to also achieve the 100% rate in 2007. These are indicators that literacy and numeracy skills of our students are at or above expectations.

**Achievement Improvement Monitor READING**

- **Year 3**
  - The AIM results in Reading for Year 3 students show that the majority of students have achieved at expected level with some achieving above, this is above the state mean. It is pleasing that no students tested have achieved at below the expected Year 3 level. This is a positive indication of excellent achievement with 100% of students achieving at or above the expected level.

- **Year 5**
  - The AIM results in Reading for Year 5 students is similar and show that the majority of students (62%) have achieved at or above the state mean. Approximately 38% of students tested have achieved at slightly below the expected Year 5 level. This indicates that 62% of students have achieved at or above the expected level although we would expect this figure to be higher. We would also expect the 38% below expected level to be much less based on Teacher judgements against VELS for Reading.

- The overall results in Reading are high and indicate that the majority of Year 3 & 5 students have achieved at or above the expected level. It must be noted that AIM is only one measure of achievement however the figures do form a similar comparison with Teacher Judgements against VELS and therefore indicate consistent results.

**AIM Number- Mathematics**

- **Year 3**
  - The AIM results in Number for Year 3 students show that the majority of students (60%) have achieved at the expected level but this is just below the state mean. Approximately 40% of students tested have achieved at a below the expected Year 3 level.

- **Year 5**
  - The AIM results in Number for Year 5 students show that the majority of students (53%) have achieved at or above the expected level which is the same as the state mean. Approximately 47% of students tested have achieved at a slightly below the expected Year 5 level but no student achieved well below.

- The overall results in Number are encouraging and indicate solid achievement levels. The comparison with Teacher Judgements against VELS also indicates similar results with achievement for Year 3 and Year 5 in Number being similar to state means for 2006. The comparison with 2006 figures indicates the Year 5 have shown a slight improvement but the Year 3 have slipped from a very high level, however the Year 3 cohort group in 2006 was exceptionally strong in mathematics and therefore a straight comparison will not be valid.
School Overview

Student enrolments – This table shows the total school enrolments for the last three years. Enrolments have shown a gradual decline in line with local trends according to the demographics of the area.

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>49</td>
<td>62</td>
<td>111</td>
</tr>
<tr>
<td>2006</td>
<td>52</td>
<td>58</td>
<td>110</td>
</tr>
<tr>
<td>2007</td>
<td>46</td>
<td>50</td>
<td>96</td>
</tr>
</tbody>
</table>

Parent Satisfaction – Parent Opinion Survey
The General Satisfaction variable (Table 2) has declined slightly in comparison to 2006 when the level was very close to the state median. The level of General Satisfaction for 2007 was just below the state median. When interpreting the data it appears that the lower than expected result can most likely be attributed to a difficult term with the behaviour and attitude of several Year 6 children, which generally impacted on the whole community. The timing of the survey coincided with some extreme behaviours that required school/community attention. This can be the nature of a small community in that a small number of detractors can detrimentally affect the results. It is also worth noting that the General Satisfaction over the past 6 years at the school (Table 1) has shown a steady increase, indicating considerable improvement in satisfaction over a long period of time.

Teacher Satisfaction – On the Staff Opinion Survey the level of teacher satisfaction indicated by the school morale variable is well above the state mean and has remained that way for the last three years with 2007 showing a gradual increase from the previous year. The average score for teacher satisfaction (school morale) at this school was 83 on a scale from 0 to 100 where 100 is the best possible score. The state mean is 79.

Teacher Absence - The average number of days absent per teacher was 6.6 days. This figure was down from the previous year (9.2) but was still a little above the state mean (5.6).

Teacher Retention - Of the 7 teaching staff at Upwey Primary School at June 2006 (including those on leave without pay), 7 or 100% were still at the school at June 2007. This figure across all Government schools was 87%.

Teacher participation in professional learning – All teaching staff have participated in professional learning throughout the year, such as the PEEL Professional Learning program, Innovation & Excellence-Success for Boys, the Induction / Mentoring for Principals program.

Teacher Qualifications – All teachers at Upwey PS, as in all Victorian Government schools, are registered with the Victorian Institute of Teaching.
Student Engagement and Wellbeing

STUDENT WELLBEING

As with 2006 there has been a continued commitment to the Assertive Discipline Procedures across the school with the emphasis on making the school a happy and safe environment in which to work. The school provides clear rules and expectations as well as a series of consequences. Many of these have been developed with the input of the children and have included the review of the “Bully Busting” Parent/Student Information Brochure. The school has refined and developed approaches to improve the level of well being amongst the children. These have included:

- Reviewed, developed and applied a school based Attitude to School survey for years 2-6.
- Supported the “It’s Not Okay To Be Away” promotion to improve the awareness of children and parents that too many absences occur unnecessarily.
- A concerted effort by staff to contact parents where an absence is not informed.

Average number of absent days per student – The average number of absent days per student headcount across the school was above state mean at 14.4 which is an overall marginal improvement from 2006 (15.0) but the individual Year level figures indicate that Prep, Year 2, Year 3 and Year 6 were high in absence rates. On closer inspection there were a few individual students in those year levels who skewed this data leading to the notion that further addressing of this absence will be required in 2008 with closer attention paid to individual requirements through personal contact and diligence on the teachers’ part to follow up when absences are not notified.

The Student Attitudes To School Survey results indicate that Student Morale and Student Distress are strong improvement areas with results above the state means. Connectedness to peers and classroom behaviour are also strong improvement areas, again both being above state means. Student safety is at state means but is not an improvement area. Analysing these results leads us to believe that the children in the Year 5/6 area are particularly comfortable with classroom discipline and relate very well to each other and don’t indicate that safety/bullying, or other distresses, create any major issues. This appears to reflect well on the classroom and school yard atmosphere.

Your school’s Strengths and Weaknesses relative to all schools with Year 5-6 students***
**STUDENT ENGAGEMENT**

The Student Attitudes To School Survey results indicate that all Teaching and Learning areas are extremely strong improvement areas with results above the state means for the Year 5 students but the complete reversal is the case for the Year 6 students. This result is consistent with expectations and reflects previously mentioned issues concerning inconsistent behaviour, negative attitudes and a need for strong classroom management amongst the Year 6 students as opposed to Year 5 students. This was clearly a cohort problem and one that was addressed during the end of 2007 with a degree of success by providing opportunities for engagement in dance, singing, instrumental playing, transition activities and the Passions Program. These encouraged involvement in high interest activities as well as profitable use of time whilst attempting to build improved social interaction, particularly for the Year 5 & 6 students.

![Graph showing Improvement**

Students’ school connectedness –

The previous school charter showed a strong commitment by the staff towards improving the engagement of boys and general connectedness to school, which has continued with the school adopting Success For Boys. The results in the graph above (Student Attitudes to School Survey 2007) indicate a strong level of connectedness to school at the 4th Quartile level for Year 5 students and the figures are well above state means. The result is far different for the Year 6 students with all results in the 1st Quartile, although School Connectedness was the strongest performer here with in fact the boys’ level well above the girls’ level. This result may be seen as an indication of greater connectedness for boys.
Future Directions

Addressing School Charter Priorities has been reflected by the self evaluation and review process with the eventual development of, and commitment to, the School Strategic Plan. The associated development of the Annual Implementation Plan has occurred with the establishment of future directions for 2008. This will be the initial implementation of the School Strategic Plan 2008-2011, the cornerstone of future development over the next four years. We will continue to move forward in addressing curriculum issues such as the following:

TEACHING & LEARNING, STUDENT ENGAGEMENT & WELL BEING

Success for Boys- program to be implemented during 2008.
There are indications that boys are not achieving at the same standard as girls, particularly at the Year 5/6 level, as indicated in standardised testing across the school and AIM Testing in English and Mathematics, but most particularly a lack of desire to read. To this end it is anticipated that involvement in the federally funded Success for Boys initiative will further address the imbalance in achievements and engagement/motivation. The implementation plan was established in 2007 ready for enacting from the beginning of 2008.

Develop and apply the Principles of Learning and Teaching in relation to providing rich learning activities for students and achieve improved student learning outcomes.
Continue to trial reflection activities including implementing Reflection Journal/Booklets or Learning Log Procedures. Along with this approach it is anticipated that staff will further apply PEEL and PoLT Procedures in the classroom, including applying Thinking Tools in all year levels.

Investigate current developments and welfare programs that support the social competencies of our students.
Investigate school wide approaches to development of a positive and supportive culture across the whole school. Trial and Implement welfare and values programs that encourage a positive and supportive community learning environment including attention to resilience, respect, responsibility and emotional intelligences.

TEACHING & LEARNING

Review and modify current thematic units of work based on the Thinking Orientated Curriculum for Year 3, 4, 5 & 6 children (VELS Levels 3 & 4)
In relation to the Teaching And Learning improvements and addressing learning styles, higher order thinking skills and engagement of students it is important to maintain and continue to refine thematic units of work that have been developed at Levels 3 & 4 that address the different learning styles of children and provide opportunities to achieve improved student learning outcomes.

ASSESSMENT & EVALUATION

Refine the School Assessment Schedule and use digital portfolios with the inclusion of a digital camera in each classroom to record student involvement, achievements and work samples.
Enabling assessment and evaluation to take the form of: assessment of learning, assessment for learning and assessment as learning. In conjunction with this we will develop a standardised assessment schedule that is achievable. We will also develop a variety of assessment and evaluation approaches which reflect the need to showcase children’s abilities, learning styles and achievements, as well as provide diagnostic advice on weaknesses. Further development may relate portfolios to the new Written Report Format, especially in the sections requiring student and parent comment.

Teachers to apply electronic forms of Work Program for detailing planning and recording of classroom organisation, procedures and strategies.
Apply electronic programs that allow staff to provide detailed planning and recording of classroom procedures and learning experiences. Ensure that working procedures incorporate current teaching and learning approaches and support VELS Strands, Domains and Dimensions. Application to moderation between staff in evaluation and assessment procedures by identifying progression points will be expected.
Student Pathways and Transitions

The main directions of the school’s pathways and transition have continued to focus on Pre-school Transition Programs, Secondary School Programs and highlighting events in the school with the ultimate aim of achieving greater enrolments with the realisation that Upwey provides a “One Stop Shop” for all education levels. The Pre School – Primary School Experience Program was formally documented and proved to be a successful program in connection with Upwey Pre School. Other specific programs and activities that have been operating include:

- Developed updated promotional brochures on transition from Pre School to Upwey Primary School and distributed throughout the neighbouring crèches, pre schools and child care centres.
- Developed and operated an extensive Pre-school to Primary School Transition Program with particular involvement by the Upwey Pre School but also advertised availability to children outside the local area.
- Provide an annual program for Pre-school to Primary School educational experiences with involvement from Belgrave Library staff.
- Pre-school Exit survey developed and implemented to track opinions and decision making reasons of Pre-school parents selecting a primary school.
- Developed and distributed a detailed Pre-school/Prep Information Booklet.
- Continued the application of Student Transition Folders to collect vital evaluation and assessment data for transition for one year level to the next.
- Continued links with Upwey High School by class use of computer facilities on a regular basis
- Year 6 children attended a Transition Experience day to achieve a sense of organisation at secondary school.
- Continued links with Upwey High School regarding Accelerated Programs in English & Maths.
- Science sessions in the Science Laboratory at Upwey High School.

We continue to maintain vital links with Upwey High School and Upwey Pre School in regards to Transition needs and utilisation of buildings and resources. This has included contact with welfare personnel for guidance and assistance for children with particular or special needs. Year 6 children attended a Transition Experience day to achieve a sense of organisation at secondary school. Seamless transition from one year level to the next is enhanced by the composite class structure as well as Multi-Age activity sessions throughout the year (Buddies, Jump Rope For Heart, Book Week etc)

<table>
<thead>
<tr>
<th></th>
<th>2007 YEAR 6 GIRLS-9</th>
<th>2007 YEAR 6 BOYS-5</th>
<th>TOTAL-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>UPWEY HIGH SCHOOL</td>
<td>8 (58%)</td>
<td>1 (7%)</td>
<td>9 (65%)</td>
</tr>
<tr>
<td>EMERALD SECONDARY COLLEGE</td>
<td>1 (7%)</td>
<td>0 (0%)</td>
<td>1 (7%)</td>
</tr>
<tr>
<td>BLACKBURN HIGH SCHOOL</td>
<td>0 (0%)</td>
<td>1 (7%)</td>
<td>1 (7%)</td>
</tr>
<tr>
<td>ST JOSEPHS COLLEGE</td>
<td>0 (0%)</td>
<td>3 (21%)</td>
<td>3 (21%)</td>
</tr>
</tbody>
</table>
FINANCIAL PERFORMANCE

The Financial Performance statement indicates that the school is holding a surplus at the end of the 2007 year. Sound financial management has been evident. The school’s Parent Association/Fundraising Committee should once again be complimented on their excellent fundraising achievements that have enabled spending to occur on items outside the Program Budget as passed at School Council level. We continue to keep the majority of funds in our High Yield Investment Account in order to attract greatest levels of interest.

We have applied for and received funding to undertake grounds improvements (asphalt courts & car park) through the Investing In Our Schools Federal funding for special projects. It is expected that this financial commitment ($49,714) will be completed early in 2008.

<table>
<thead>
<tr>
<th>Financial Performance for the year ending 31st December, 2007</th>
<th>Financial Position as at 31st December, 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>Funds Available</td>
</tr>
<tr>
<td>2007 Actual</td>
<td>2007 Actual</td>
</tr>
<tr>
<td>DE&amp;T Grants</td>
<td>80,074</td>
</tr>
<tr>
<td>Commonwealth Government Grants</td>
<td>49,714</td>
</tr>
<tr>
<td>State Government Grants</td>
<td>894</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>6,457</td>
</tr>
<tr>
<td>Total Operating Revenue</td>
<td>137,139</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Financial Commitments</td>
<td>80,107</td>
</tr>
<tr>
<td>Region /Clusters Funds</td>
<td>10,148</td>
</tr>
<tr>
<td>Camps/Excursions</td>
<td>500</td>
</tr>
<tr>
<td>Buildings &amp; Grounds</td>
<td>50,605</td>
</tr>
<tr>
<td>Co-op Loans</td>
<td>3,880</td>
</tr>
<tr>
<td>Total Operating Expenditure</td>
<td>106,570</td>
</tr>
<tr>
<td>Net Operating Surplus/-Deficit</td>
<td>30,569</td>
</tr>
<tr>
<td>Capital Expenditure (Cases 21 Finance Only)</td>
<td>12,000</td>
</tr>
</tbody>
</table>

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.
Glossary of Terms

AIM- Achievement Improvement Monitor- Standardised testing program run by the Department of Education and Training

Bloom’s Taxonomy- The levels of learning concerning the levels and types of thinking skills

CSF- Curriculum & Standards Framework- The curriculum framework operating in all Victorian Schools

Gardiner’s Multiple Intelligences- The eight types of intelligences and Learning Styles as described by Gardiner in his theories that have been applied to education.

PEEL- Principles for Enhancing Effective Learning- Philosophies and practical approaches that lead to offering the most effective teaching and learning approaches to gain greatest educational advantage for the students

Portfolios- representative work from children collected in a folder or electronic folder

Rubrics- Methods of assessment indicating the marking value for each element of an assignment in order to give clear indications to children of what criteria they are being assessed against before they complete the assignment/project work

SFO- Student Family Occupation (replaces Like School Group comparison index). An index that indicates the allows comparison of schools based on the family occupation/s.

VELS- Victorian Essential Learning Standards- Curriculum standards as produced by the DEECD in consultation with educationalists. Outlines curriculum content and expected standards.

School Contact Information

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|               | Upwey 3158       |
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| School Council | Jenny Staff      |
| President:     |                   |
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| Email:         | upwey.ps@edumail.vic.gov.au |
| Website:       | www.upweyps.vic.edu.au |

This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact the School Principal-Malcolm Aspinall.