

2014 Annual Report to the School Community

Upwey Primary School

School Number: 4530



Name of School Principal:

Malcolm Aspinall

Name of School Council President:

Andrew Gannon

Date of Endorsement:

20/4/2015

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Upwey Primary School is committed to continuous improvement and strives towards achieving excellence in teaching and learning with a continued emphasis on literacy and numeracy skills. Extensive Inquiry Learning Units based on whole school concepts have been revised to support the provision of and a comprehensive AusVELS curriculum and learning programs with opportunities to address multiple intelligences across all year levels. The implementation of state of the art leased desktop computers for each classroom, extensive use of interactive whiteboards and the introduction of iPads within the Junior School reflects a commitment to integrating eLearning as part of the classroom routine.

Upwey Primary School is characterised by its community oriented approach, pastoral care and a desire to incorporate extracurricular opportunities into the curriculum. Transition programs from Pre-School, to secondary school and within the school have been a priority and have incorporated extensive planning and involvement. Our School is also an active member of the Dandenong Ranges Network.

The school works towards greater support for healthy lifestyles and a sustainable environment, including the involvement in AuSSI Vic sustainability program and eSmart Cyber Safety program as well as the development of a school vegetable garden and associated student kitchen.

As a Tribes Learning Community there is a commitment to Community Circle Time, Care Groups and Buddies in order to encourage social competencies and value the interaction of children with each other in a safe, conducive and supportive environment.

Upwey Primary School offers its students an attractive setting, extensive grounds and a variety of playgrounds. It consists of modern buildings and is located on a natural picturesque site that takes advantage of the beauty of the Dandenong Ranges.

Achievement

Upwey Primary School is proud of its achievements in student learning with achievements in a range of assessments. NAPLAN Relative Growth results for the Year 5 cohort group (from Year 3 results) shows 100% achieving Medium to High growth in Reading, Spelling, Grammar & Punctuation with 50% achieving Medium to High growth in Writing. These results indicate that the school has achieved considerable "value adding" to the academic achievement of our Year 5 students over the last 2 years.

The Year 5 NAPLAN results indicate between 100% children achieving above the National Minimum Standard in Reading, Spelling, Grammar & Punctuation and Numeracy, with Writing being the weakest at 67%

The Year 3 results indicate between 82% -100% children achieving above the National Minimum Standard in Reading, Writing, Grammar & Punctuation and Numeracy with Writing being the weakest at 75% above NMS.

We will continue the focus on developing the capacity of our staff and the capabilities of our students with particular emphasis on Reading, Writing and Numeracy. The focus for professional learning has been on Staff Peer Observations and In School sessions as well as the provision of external professional learning in Strategic Plan priority areas. We have also supported the assessment of learning of our students with an extensive revised school Assessment Schedule highlighting strategies that will support the learning needs of all our students.

In 2015 the school will work to review our school to determine successes, areas for improvement and areas for future development. The school has 7.8 equivalent full time staff: 1 Principal, 4.5 Teacher class and 2.3 Education Support class.

Engagement

Upwey Primary School has achieved excellent results in student motivation, learning confidence, student connectedness and approachability as indicated in the Attitudes to School & Parent Opinion Surveys. Student attendance has become quite strong with student absences declining over the year with improved communication, parent education/teacher direct contact and school attendance awards being embedded.

The school Student Engagement & Inclusion Policy clarifies responsibilities for parents and students, and provides consistent foundations for children to access every learning opportunity possible. As part of this policy we introduced consistent discipline procedures and the "Card System" across the school. We will strive to consolidate student involvement, engagement and inclusiveness by accessing a range of extra-curricular activities including the Passions Program, Incursions/Excursions and Lunch Time Activities program. Introduction to involvement with the eSmart Cyber Safety program will aim to improve the school community's skills and knowledge for responsible and safe use of digital technology.

Wellbeing

We have strengthened our focus on Tribes Learning Communities and Restorative Practices approaches to build teacher capacity, develop social competencies and encourage participation, respect and appreciation for others within the school, local community and global community.

Within the Tribes approach we have developed Our 7 Agreements being the most important aspects of learning together and relationship building. We value Integrity, Personal Best, Resilience, Appreciation, Attentive Listening, Mutual Respect and the Right to Participate and Pass. WE began the year with a two –week focus on “It’s All About Us” developing a focus on the core contributions and relationships required for developing of a strong learning community.

Multi-age Care Groups, a Buddies Program and Junior School Council continue to provide students with opportunities to take greater responsibility for fellow students and enjoy connectedness in both social and learning situations. Our Buddy System provides opportunities to develop self-esteem and leadership for Year 5 & 6 children and assist the Prep children to assimilate seamlessly.

Productivity

Our School Global Budget has provided the central direction for supporting priority areas as outlined in our Strategic Plan. The School Council has supported the eLearning Working Party and eLearning Committee recommendation and commitment to delivering in-classroom resources of desktop computers, iPads and software support for Interactive Whiteboards and other digital devices for daily learning opportunities. Provision of affiliations and licences for specific programs has been an essential part of the productive use of digital devices.

Being a small school many responsibilities fall on the shoulders of all staff and being the most valuable resource at the disposal of the school the staff members have taken on the roles with enthusiasm and capability and considering the staff changes required at the half year mark the staff have responded positively in a co-ordinated and co-operative manner.

For more detailed information regarding our school please visit our website at
[http:// www.upweyps.vic.edu.au](http://www.upweyps.vic.edu.au)

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

School Profile

School Enrolments

A total of 80 students were enrolled at this school in 2014, 40 female and 40 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



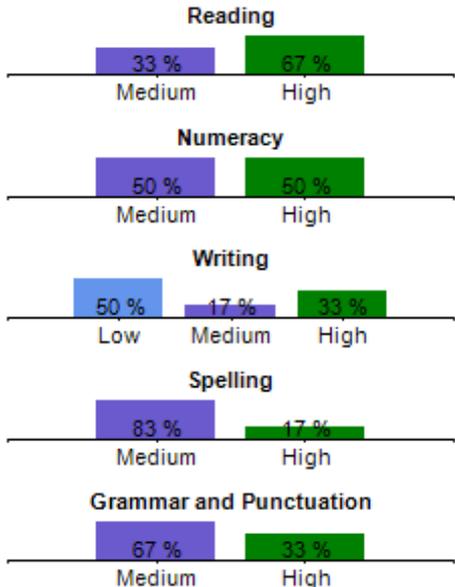
Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Achievement	Student Outcomes	School Comparison																																										
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	 <table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Gain Level</th> <th>School Result (%)</th> <th>Median of all Victorian government schools (%)</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Reading</td> <td>Medium</td> <td>33%</td> <td>67%</td> </tr> <tr> <td>High</td> <td>67%</td> <td>33%</td> </tr> <tr> <td rowspan="2">Numeracy</td> <td>Medium</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>High</td> <td>50%</td> <td>50%</td> </tr> <tr> <td rowspan="3">Writing</td> <td>Low</td> <td>50%</td> <td>17%</td> </tr> <tr> <td>Medium</td> <td>17%</td> <td>33%</td> </tr> <tr> <td>High</td> <td>33%</td> <td>50%</td> </tr> <tr> <td rowspan="2">Spelling</td> <td>Medium</td> <td>83%</td> <td>17%</td> </tr> <tr> <td>High</td> <td>17%</td> <td>83%</td> </tr> <tr> <td rowspan="2">Grammar and Punctuation</td> <td>Medium</td> <td>67%</td> <td>33%</td> </tr> <tr> <td>High</td> <td>33%</td> <td>67%</td> </tr> </tbody> </table>	Domain	Gain Level	School Result (%)	Median of all Victorian government schools (%)	Reading	Medium	33%	67%	High	67%	33%	Numeracy	Medium	50%	50%	High	50%	50%	Writing	Low	50%	17%	Medium	17%	33%	High	33%	50%	Spelling	Medium	83%	17%	High	17%	83%	Grammar and Punctuation	Medium	67%	33%	High	33%	67%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Gain Level	School Result (%)	Median of all Victorian government schools (%)																																									
Reading	Medium	33%	67%																																									
	High	67%	33%																																									
Numeracy	Medium	50%	50%																																									
	High	50%	50%																																									
Writing	Low	50%	17%																																									
	Medium	17%	33%																																									
	High	33%	50%																																									
Spelling	Medium	83%	17%																																									
	High	17%	83%																																									
Grammar and Punctuation	Medium	67%	33%																																									
	High	33%	67%																																									

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1045 918"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>95 %</td> <td>95 %</td> <td>94 %</td> <td>96 %</td> <td>93 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	95 %	95 %	94 %	96 %	93 %	90 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	95 %	95 %	94 %	96 %	93 %	90 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

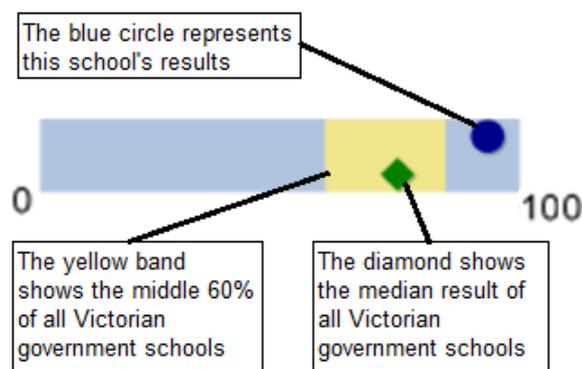
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

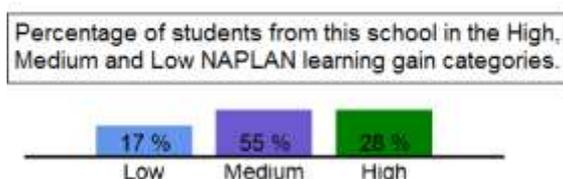
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

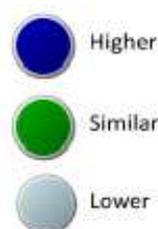


What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$634,996
Government Provided DE&T Grants	\$85,608
Government Grants Commonwealth	\$0
Government Grants State	\$400
Revenue Other	\$4,724
Locally Raised Funds	\$108,429
Total Operating Revenue	\$834,156

Funds Available	Actual
High Yield Investment Account	\$57,418
Official Account	\$4,315
Other Accounts	\$0
Total Funds Available	\$61,732

Expenditure	
Student Resource Package	\$628,096
Books & Publications	\$1,455
Communication Costs	\$3,786
Consumables	\$17,990
Miscellaneous Expense	\$23,480
Professional Development	\$2,541
Property and Equipment Services	\$68,356
Salaries & Allowances	\$62,415
Trading & Fundraising	\$15,823
Travel & Subsistence	\$49
Utilities	\$17,032
Total Operating Expenditure	\$841,024

Financial Commitments	
Operating Reserve	\$32,364
Beneficiary/Memorial Accounts	\$2,000
Revenue Received in Advance	\$6,370
School Based Programs	\$14,920
Other recurrent expenditure	\$5,360
Maintenance -Buildings/Grounds incl SMS>12 months	\$719
Total Financial Commitments	\$61,732

Net Operating Surplus/-Deficit **(\$6,868)**

Asset Acquisitions **\$0**

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

Financial performance and position commentary

The school continues to maintain a strong financial situation due to careful management and expenditure processes based on priorities and specific needs. The slight deficit has been covered by accessing operating reserves. The parent association fundraising efforts have been extremely good and allowed expenditure for curriculum items beyond basic requirements. Property maintenance has required a greater commitment over the last 12 months due a decision to improve the computer hardware across the school.