

2025 Annual Report to the School Community

School Name: Upwey Primary School (4530)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 27 April 2026 at 09:28 AM by Rebecca Honeysett (Principal)

- As executive officer of the school council, I attest that this 2025 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 28 April 2026 at 09:38 PM by Rebecca Honeysett (Principal)

How to read the Annual Report

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.

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

At Upwey Primary School 'Every child matters and every moment counts'. We strive to empower every child to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults. Upwey Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. We share a commitment to use the school values to drive our decision-making. We have the agreed values of: Respect, Integrity, Personal Best, Resilience and Kindness. As a Tribes Learning Community there is a commitment to Community Circle Time and Buddies in order to encourage social competencies and value the interaction of children with each other in a safe, conducive and supportive environment. At Upwey Primary School, the students, parents and staff are all part of a unified community working hard to ensure the safety and well-being of all children whilst providing them with a challenging and rewarding educational experience. We recognise that the years spent in school are essential in building a foundation for happiness and success in life. Our caring and highly qualified staff provide our students with a safe and stimulating environment in which learning is the focus.

Upwey Primary School is situated in the Dandenong Ranges approximately thirty-five kilometres to the east of Melbourne. It consists of modern buildings, in addition to the original historic school building and is located on a natural picturesque site that takes advantage of the beauty of the Dandenong Ranges. The school shares a boundary with Upwey High School which allows for a smooth transition from primary to high school and many opportunities to share facilities and collaborate with extra-curricular activities. The school grounds include an indoor multi-purpose hall for PE and Performing Arts, four main buildings with central open spaces, classrooms, an Art room, a STEM room, a computer lab, a library and administration building. The grounds include two new adventure playgrounds, basketball courts, a sandpit and an oval as well as passive play spaces. The old playgrounds were demolished and brand new play equipment was installed, complete with new shade sails in 2022. The oval has also been redeveloped in conjunction with Upwey High School and is utilised daily for PE and lunch time play. The sporting precinct now includes the following: irrigation, new football goals, cricket pitch, modern lighting, new fencing, sealed pathways, motorised gate, new carpark and CCTV. A portion of the oval carpark will be repurposed into netball courts in the near future.

Upwey Preschool and Sherbrooke Family and Children's Centre are within walking distance from the school. The kinder students visit the school weekly to use the facilities and participate in the Perceptual Motor Program (PMP), providing another transition opportunity for future students.

The school enrolments are stabilising, commencing 2026 with 126 students. In 2025, Upwey Primary School consisted of six classes including: Foundation, 2 x Grade 1/2, 1 x Grade 3, 1 x 4/5 and a Grade 5/6 class. The staffing profile included a Principal, 1 Mental Health and Wellbeing Leader, 6 classroom teachers, 4 specialist teachers, 1 Tutor, 1 Student Wellbeing Officer, 1 Administration and 6 part time Education Support Staff. Upwey Primary School provided the following Specialist subjects: Physical Education, Visual Arts, Japanese, STEM (Science, Technology, Engineering and Mathematics) and Performing Arts.

Students were involved in extra-curricular activities such as Inter-school sports, Hoop Time, Aerobics Competitions, House Swimming, Athletics and Cross Country Carnivals as well as the opportunity to go to District, Zone and Regional competitions throughout the year. Selected

students participated in the Victorian High Ability Program for Literacy and Numeracy, the Victorian Challenge and Enrichment Series, Student Leadership Conferences and the John Monash Science School Outreach Program. These programs were available to students excelling in different subject areas. All students had the opportunity to participate in whole school excursions such as watching the production 'Annie' at the Princess Theatre, swimming lessons and a Celebration Day at the Belgrave Cameo Cinema. All students from Grade 3-6 are invited to participate in school camps including the beach, farm, city and adventure experiences. Upwey Primary School also provides an accredited Out of School Hours Care Program running from 6:30am- 6:30pm every day including Curriculum Days and Vacation Care.

Progress towards strategic goals, student outcomes and student engagement

Learning

Upwey Primary's School's academic results are consistently high in both English and Mathematics. We have high expectations of our students and set ambitious targets to ensure all students are reaching their full potential.

The Year Three and Five NAPLAN data exceeds both the state and similar schools' results in both Reading and Numeracy, for 2025 and the three-year trend.

- 95.5% Grade 3 Reading compared to Similar Schools (73.4) and State (69.3%)
- 100% Grade 5 Reading compared to Similar Schools (80.2%) and State (73%)
- 100% Grade 3 Numeracy compared to Similar Schools (68.2%) and State (66.2%)
- 86.7% Grade 5 Numeracy compared to Similar Schools (74%) and State (69%)

The Teacher Judgement data also exceeds the state and similar school results where the percentage of students are at or above the expected standards are 90.2% in English and 92.2% in Mathematics.

Key highlights

At Upwey Primary School, we focused on introducing the Victorian Teaching and Learning Model, VTLM 2.0 as an important first step in revising our instructional models and classroom practice. All staff attended the Ryan Dunn professional learning webinars for VTLM 2.0. Teachers were provided further information regarding retrieval practice, activating prior knowledge and reflections on our Curriculum Day. These components are now reflected in our updated whole school planning documentation. Staff unpacked the Victorian Curriculum 2.0 documentation during Professional Learning Communities, PLC meetings to understand the achievement standards in more detail. Teachers were able to use this information through moderation to effectively plan at students' point of need.

Upwey Primary School's reading results are consistently high, so in 2025 we prioritised building the capacity of our teacher's knowledge in the craft of writing. All teachers completed the 6+1 Traits of Writing online course with Narissa Leung. The teachers reported an increased

confidence in their ability to extend our high ability students, develop future learning goals and increased level of student engagement in writing.

Future focus

In 2026, we will embed the 6 + 1 Writing program across the school and begin revising the Reading Instructional Model to align with VTLM 2.0.

Wellbeing

Upwey Primary School continued to prioritise student wellbeing in 2025 with the continuation of the School Wide Positive Behaviour Initiative and the introduction of the Mental Health and Wellbeing Lead and Tier 2 interventions in the wellbeing space.

The Student Attitudes to School Survey results improved in all categories in 2025. Students reported less bullying and a stronger sense of connectedness in the survey. We believe the following initiatives improved the students' wellbeing at school:

Key achievements

School Wide Positive Behaviour Bronze Award

Upwey Primary was recognised with a Bronze Award at the end of the year for a sustained commitment to creating a positive, inclusive learning environment with effective Tier One systems in place. The whole school reward token system was a huge success, where students vote for the whole school termly reward by putting their token in the lyrebird with the desired prize at the office. New templates were designed on Compass for minor and major incidents and positive 'WOW moment' notifications were designed to help teachers notify parents of celebration moments.

Mental Health and Wellbeing Lead

The introduction of the Mental Health and Wellbeing Lead, MHWL allowed us to refine our wellbeing practices, develop documentation and provide further Tier Two interventions. A Care Pathway Referral Process was developed to provide a clear process for staff and parents to refer students for interventions. Students enjoyed working in small groups in the new Hands-on Program, participating in woodwork classes, gardening and cooking while focusing and reflecting on their Personal Goals. Some of our more anxious students participated in the Zen Den program with the aim to ease anxiety and increase self-confidence. Some students required a weekly 'Walk and Talk' to check in with the MHWL if they had any personal issues they wished to discuss.

Future focus

To consolidate the programs on offer for our students and refine the documentation for the Wellbeing Framework including creating a data tracking sheet for student participation in Tier Two and Three interventions.

Engagement

Upwey Primary School continued to deliver exciting curriculum opportunities last year such as attending a professional production, Annie, attending the Cameo Cinema as well as school-based events like our Annual Billy Cart Day and school camps. Staff created experiences to entice students to come to school and engage with new learning.

Our attendance data is the same as similar schools and the state, and is slightly better in 2025 than our 4-year average. Grade 1 and 3 students had the best attendance rates.

We continued to work with the local kinders and high school to ensure a seamless transition between educational settings. The kinder and childcare centre visited weekly to become familiar with the environment and staff. High school staff worked with our Grade 6 leader and PE teacher to organise events where they could work together or use the high school facilities.

Our school used COMPASS as the main form of communication with parents. We introduced 'WOW Moments' to encourage staff to send a quick push notification message to increase positive interactions between home and school. Continuous reporting was also utilised so families understand their child's academic achievements throughout the year.

Absences were recorded on COMPASS and most families used the portal to approve student absences. We had an increased number of students absent from school for family holidays in 2025. Planned absences were supported with a learning plan to ensure the child was still connected while travelling.

Our Professional Learning Communities discuss attendance data each week. Students with attendance concerns were flagged, monitored and meetings arranged with families. If further assistance from outside organisations was required, this was swiftly arranged.

Other highlights from the school year

There were many fabulous events and achievements throughout the year. Here are some other highlights for 2025:

- Purchasing of Robotics equipment
- Garden upgrades: retaining walls, garden beds, trees and turf
- School production – at Emerald Performing Arts Centre
- Annie Professional Production at Princess Theatre
- Grade 5/6 Forest Lodge Farm
- Grade 3/4 Waratah Bay
- Christmas Concert
- Colour Run – Fundraising Committee
- Aerobics National Championships in Hobart
- John Monash Science School Outreach Program

- Billy Cart Day

Our Fundraising Committee organised a Colour Run for the students and it was a huge success. We were able to purchase a range of Robotics equipment for our STEM program. The event was not only our main fundraiser but an amazing afternoon with our families having so much fun.

Financial performance

Our Fundraising Committee organised several key events including a Colour Run to purchase new Robotics equipment for the STEM program. The fundraising committee raised \$9000 throughout the year.

The Department Student Support Services staff rented the original school building in 2025, generating an additional \$11,000 income.

Equity money was used to support the Tutor Learning Initiative for literacy intervention. Tier 2 School Level Funding was used for additional Education Support staff and a Disability Inclusion Coordinator. Schools Mental Health Fund money was used to release a teacher to implement School Wide Positive Behaviour.

The school finished the year with a \$52,000 surplus.

**For more detailed information regarding our school please visit our website at
www.upweyps.vic.edu.au**

PERFORMANCE SUMMARY

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 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

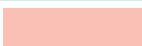


A total of 129 students were enrolled at this school in 2025, 79 female and 50 male. 9% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

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 **Low**.




Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	92.3%	
	Similar schools	80.6%	
	State	82.0%	

School Staff Survey


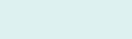


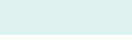

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	91.1%	
	Similar schools	78.8%	
	State	77.4%	

LEARNING


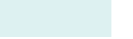


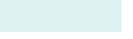


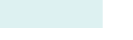




Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025	
English Prep - 6 % of students at or above age expected standards	School	90.2%	
	Similar schools	87.8%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	92.2%	
	Similar schools	87.1%	
	State	84.2%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.


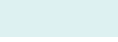




		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	95.5%	 98.1%
	Similar schools	73.4%	 74.1%
	State	69.5%	 69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	100.0%	 97.7%
	Similar schools	80.2%	 81.0%
	State	73.9%	 74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	100.0%	 93.8%
	Similar schools	68.2%	 70.0%
	State	66.2%	 66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	86.7%	 84.4%
	Similar schools	74.0%	 72.4%
	State	69.1%	 68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.




A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	92.9%	
	Similar schools	77.2%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	69.2%	
	Similar schools	71.9%	
	State	74.0%	

WELLBEING




Student Attitudes to School – Sense of Connectedness

The percentage 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	72.4%		71.5%
	Similar schools	76.1%		75.9%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

The percentage 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	80.1%		76.8%
	Similar schools	76.6%		75.3%
	State	76.4%		75.8%

ENGAGEMENT








Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	21.1	22.3
	Similar schools	21.1	21.4
	State	21.5	21.7

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	91.6%	
Year 1	School	93.0%	
Year 2	School	87.5%	
Year 3	School	93.1%	
Year 4	School	82.6%	
Year 5	School	90.5%	
Year 6	School	84.8%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$1,574,968
Government Provided DET Grants	\$399,352
Government Grants Commonwealth	\$5,389
Government Grants State	\$0
Revenue Other	\$14,618
Locally Raised Funds	\$163,319
Capital Grants	\$0
Total Operating Revenue	\$2,157,646

Equity	Actual
Equity (Social Disadvantage)	\$17,248
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$17,248

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$1,524,249
Adjustments	\$0
Books & Publications	\$1,236
Camps/Excursions/Activities	\$58,156
Communication Costs	\$2,784
Consumables	\$65,111
Miscellaneous Expenses ²	\$10,532
Agency Staff	\$9,757
Professional Development	\$5,012
Equipment/Maintenance/Hire	\$61,222
Property Services	\$120,412
Salaries & Allowances ³	\$34,186
Support Services	\$43,301

Expenditure	Actual
Trading & Fundraising	\$66,511
Motor Vehicle Expenses	\$345
Travel & Subsistence	\$10
Utilities	\$20,639
Total Operating Expenditure	\$2,023,464
Net Operating Surplus/-Deficit	\$134,182
Asset Acquisitions	\$9,352

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$329,311
Official Account	\$65,328
Other Accounts	\$0
Total Funds Available	\$394,639

Financial Commitments	Actual
Operating Reserve	\$83,203
Other Recurrent Expenditure	\$4,480
Provision Accounts	\$0
Funds Received in Advance	\$42,441
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$41,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$171,623

All funds received from the Department of Education, 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.