

2022 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 (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 04 May 2023 at 11:56 PM by Rebecca Honeysett (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 20 May 2023 at 04:10 PM by Emmy Finlayson (School Council President)

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
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

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.

'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 disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

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, 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. 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 professional staff provide our students with a safe and stimulating environment in which learning is the focus.

We have been working on the following outcomes in our Strategic Plan:

- Enhancing literacy outcomes for all students.
- Enhancing numeracy outcomes for all students
- Improving student cognitive engagement in learning (student voice and agency).

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, two 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 June 2022 with funding from a DET grant. The oval has also been redeveloped in conjunction with Upwey High School. We expect to be able to use this at its full capacity in June 2023. 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 increasing, commencing 2023 with 117 students. We had a small senior cohort of 5/6 students in 2022 and an increasing number of enrolments throughout the junior grades each year which has enabled us to open another classroom in 2023. In 2022, our school consisted of five grades including: Foundation, Grade 1/2, Grade 2/3, Grade 3/4 and Grade 5/6. The staffing profile included a Principal, 6 classroom teachers, 3 specialist teachers, 1 chaplain, 1 Administration and 3 Education Support Staff. Upwey Primary School provided the following Specialist subjects: Physical Education, The Arts, Japanese and STEM (Science, Technology, Engineering and Mathematics). Performing Arts will be introduced in 2023 as an additional specialist class. Students were involved in extra-curricular activities such as Inter-school sports, House Swimming, Athletics and Cross Country Carnivals as well as the opportunity to go to District, Zone and Regional competitions throughout the year.

Upwey Primary School also provides an accredited Out of School Hours Care Program running from 6:30am- 6:30pm every day including Curriculum Days. From 2023, the Out of School Care Program will include vacation care.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Year 3 reading and numeracy NAPLAN results were definitely a highlight in 2022. The Year 3s far exceeded the state and similar schools, which is reflective of the work we have been doing with literacy at Upwey Primary School. 100% of students performed in the top 3 bands for NAPLAN reading which is exceptional. Teachers have been working on a systematic synthetic phonics approach to literacy in the junior school. The progress of student reading has improved dramatically as they learn the code to read. Last year, 100% of Foundation students made or exceeded benchmark in reading.

Year 3 NAPLAN numeracy results were also well above the state and similar schools. Upwey Primary School will continue to focus on improving maths instruction, creating differentiated learning tasks for students and celebrating growth with pre and post test data. Teachers will continue to implement learning from mathematicians Peter Sullivan and Andrew Lorrimer to promote problem solving and critical thinking.

While it was exciting to return to face-to-face learning in 2022, we faced many challenges with staff and student absences and this did impact the learning of some students. Students were missing for a week at a time as COVID invaded their classrooms. Students were encouraged to stay home when feeling unwell to avoid spreading the infection to others. We noticed a difference in maths where students may be present for the beginning of a unit of work, miss the middle and return for the end of the unit and would show minimal growth because they had missed some core content. Teachers spent a lot of time chasing students for catch up content and testing due to the high number of absences. We expect this to turn around in 2023.

Wellbeing

Upwey Primary School continued to invest in student wellbeing in 2022. Our school chaplain was always outside during lunch times with the students. You would often find her in the garden, chatting with the students or providing a brain break for a child in library or doing a job outside to assist their regulation. Our chaplain would start the day at the school gate to assist any anxious students into the yard post COVID. As the year progressed these children didn't need to be assisted to class as they became more regulated and confident returning to school.

Teachers from Grades 3-6 taught Morning Move for Mind which is linked to Respectful Relationships. The physical activity in the morning awakened the body and taught students ways to improve their wellbeing. They returned to class more focused and ready to learn. There are plans for the 1/2 team to work with Inspiro to develop a junior school version of the program in 2023.

Teachers used the Smiling Mind curriculum to teach mindfulness in the classroom. Students participated in short meditations when returning to class and other mindful activities to teach wellbeing strategies and improve self regulation.

Our students' Sense of Connectedness data dropped compared to previous years in 2022. When the Attitudes to School Survey was conducted, there was no consistent teacher in 5/6 due to the relief teacher shortage, as the class teacher was Acting Principal. This influenced the students' sense of connectedness as their teacher changed daily for a period of six weeks. The students were more settled once their teacher resumed her usual duties. We expect this to improve in 2023.

Our Parent Opinion Survey data was higher than state and similar schools in all areas of the survey. School connectedness, General School Satisfaction, promoting positive behaviour and School pride & confidence scored an exceptional 95% positive responses.

Our Staff Survey far exceeded the state and similar schools with scores of 98% in staff trust in colleagues, collective responsibility and collective focus on student learning. Most of the teaching and learning modules had results of 100% which is reflective of the work we continue to do in our Instructional models, analysis of data, planning for differentiation and feedback.

Engagement

The number of student absences increased in 2022. This was in line with both similar schools and the state. The main reason for this was student illness throughout the year. In previous years we would allow students to come to school with cold-like symptoms however in 2022, we encouraged students with cold or flu-like symptoms to stay home. Most students and staff were infected by COVID at some stage in the year, with some people having it twice in 2022. We saw an improvement in student attendance data towards the end of the year. In 2023 we will encourage students to attend and express the mantra 'It's cool to be at school. It's not ok to be away'. This is also in our newsletters as we express the importance of coming to school every day. Parents were informed if their child has high absence data and strategies put in place to improve attendance. We planned a number of exciting camps, excursions and other extra curricular activities to motivate students to come to school in 2023.

Other highlights from the school year

Throughout 2022 Upwey Primary School offered students a large number of extra curricular activities.

Students and staff from Years 3-6 all participated in School Camps;

- Year 3 & 4 went to Forest Edge Camp
- Year 5 & 6 went to Beechworth Historical Camp

Across the school all year levels participated in termly excursions and incursions. All students were invited to see Hairspray the Broadway musical in the city as well as a visit to the Cameo cinema to celebrate the end of the year.

All students from Foundation to Year 6 participated in the School Swimming Program. Our Grade 3-6 students participated in a House Swimming, Athletics and Cross Country Carnival.

Seven students performed in our Aerobics Squad and qualified for the National Championships and performed on the Gold Coast. Our Grade 3-6 students enjoyed participating in Basketball Victoria's Hoop Time Competition with our Legends team progressing to Division. Our interschool sports netball team also progressed to Regionals.

All students participated in our annual Billy Cart Day to celebrate the old community Upwey Billy Cart Day in the main street.

We finished the year with our annual Christmas concert. It was a highlight of the year with all our families coming together to celebrate Christmas with a picnic dinner, outdoor performance and a visit from Santa.

Financial performance

Upwey Primary School finished 2022 in surplus, operating within budget for the year.

The school received a grant of \$55,000 to introduce vacation care in 2023. Their Care will be providing this program in addition to the existing before and after school care program.

As Upwey Primary School is a Bushfire At Risk Register (BARR) school, we received money to assist preparing the school for the bushfire season. This money was used to clear any dead or dangerous trees, limbs and debris around the school and tidy the sanctuary. The school also received \$14,000 from the Safe Tree Grant Program to remove and prune unsafe trees on the slope and oval area.

The school received DET chaplaincy funding for 2021 and 2022. The program was a great success and the chaplain will continue to work with us in 2023.

Equity money was used to top up the tutor program and purchase literacy and numeracy resources.

The installation of two new adventure playgrounds and shade sails were completed in June 2022. The playgrounds were purchased using a DET grant. An additional shade sail was installed to facilitate an open learning area near the basketball courts through the DET shade sail program. A second sail was planned however was aborted when the soil conditions were deemed unsuitable for construction.

The school successfully applied for a shade sail through the Department of Health. This sail will be installed in 2023 over the sandpit, after it was damaged in the storms.

In conjunction with Victrack and Upwey High School, the school entered an agreement to redevelop the school oval and surrounding facilities in return for a temporary carpark on the far side of the oval. The new facilities included: automation of the carpark gate, new fencing, irrigation, goal posts, cricket pitch, modern lighting, sealed pathways and replanting trees. Some of the carpark will be repurposed into netball courts once the land is handed back to the schools. This was a multi-million dollar project that provided both schools the foundations to develop a sporting precinct for the Upwey community.

The school enrolments increased for 2023, introducing another classroom. \$10,000 was allocated for new furniture and technology for the space.

For more detailed information regarding our school please visit our website at

www.upweyyps.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 108 students were enrolled at this school in 2022, 66 female and 42 male.

6 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

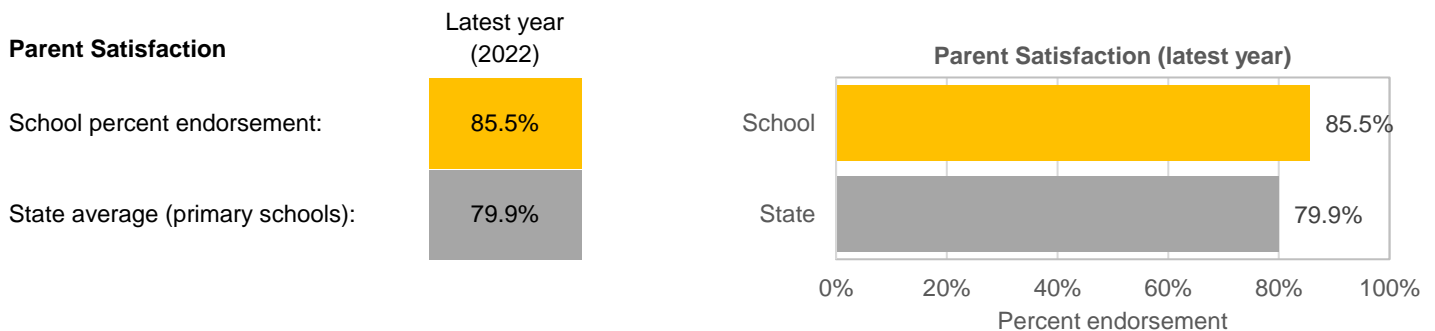
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

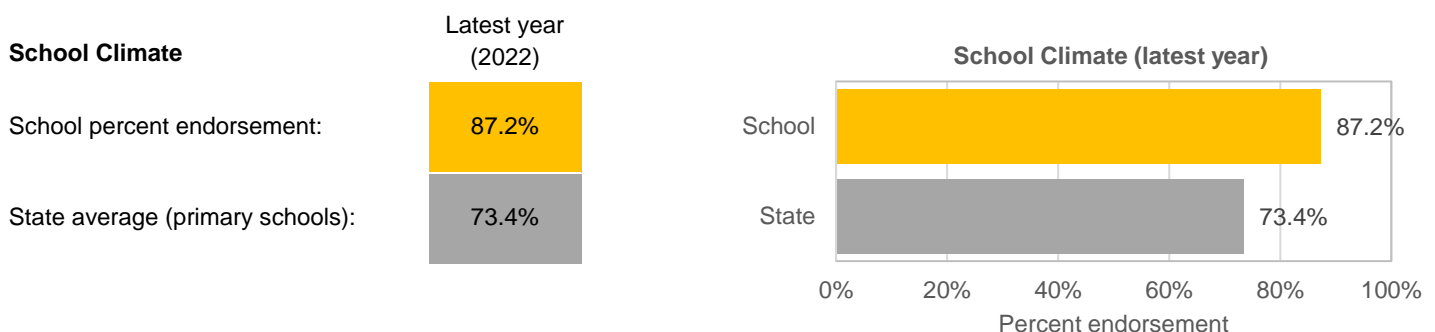


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

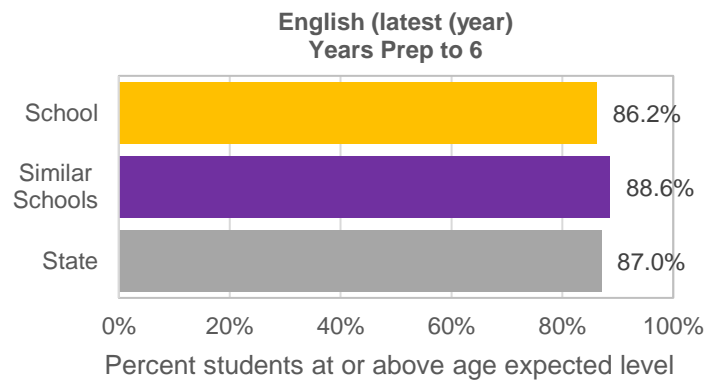
86.2%

Similar Schools average:

88.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

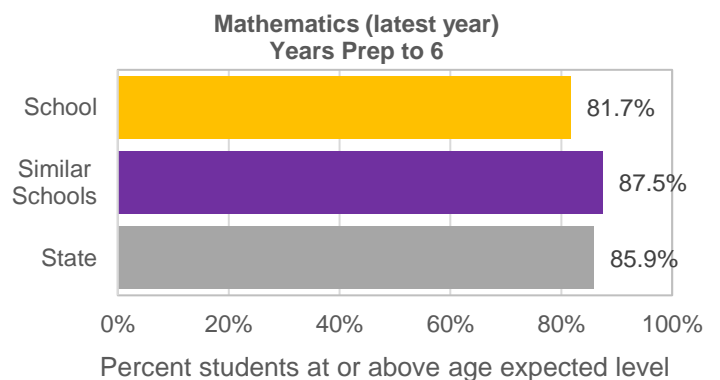
81.7%

Similar Schools average:

87.5%

State average:

85.9%



LEARNING (continued)

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

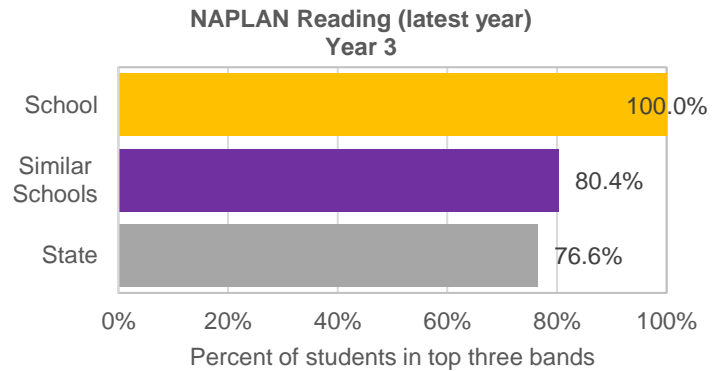
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

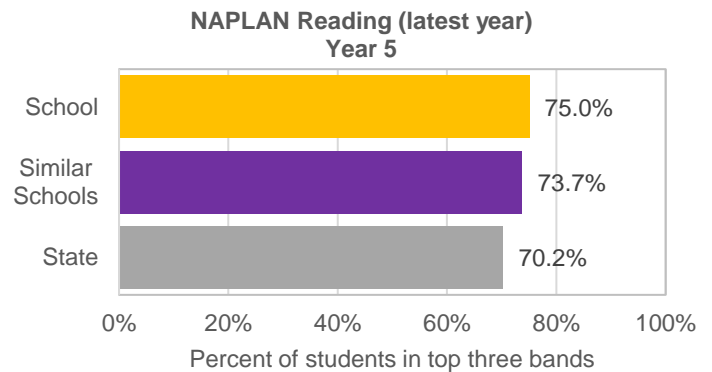
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	100.0%	90.6%
Similar Schools average:	80.4%	79.2%
State average:	76.6%	76.6%



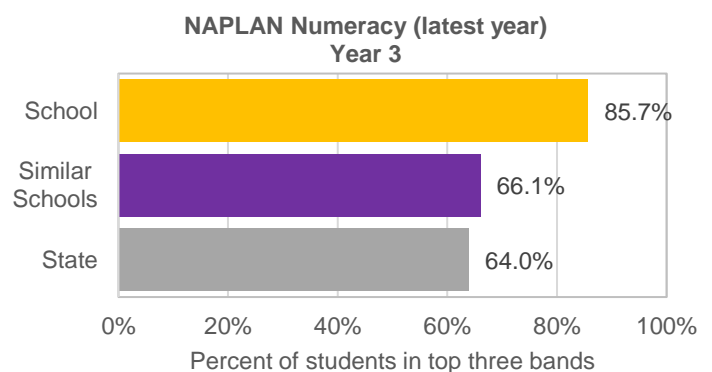
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	71.4%
Similar Schools average:	73.7%	71.8%
State average:	70.2%	69.5%



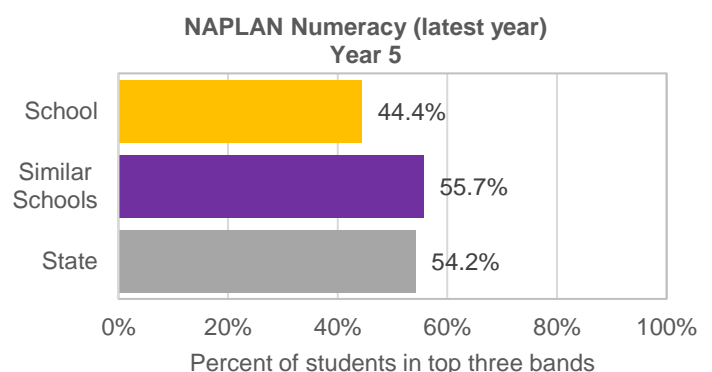
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.7%	79.4%
Similar Schools average:	66.1%	69.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.4%	60.7%
Similar Schools average:	55.7%	58.6%
State average:	54.2%	58.8%



WELLBEING

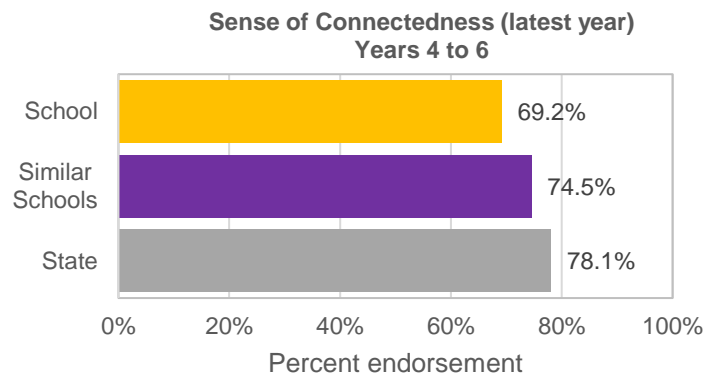
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	69.2%	82.5%
Similar Schools average:	74.5%	76.2%
State average:	78.1%	79.5%

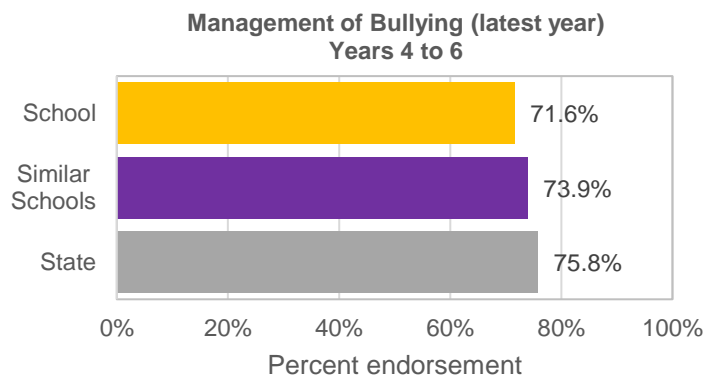


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	71.6%	84.2%
Similar Schools average:	73.9%	76.4%
State average:	75.8%	78.3%



ENGAGEMENT

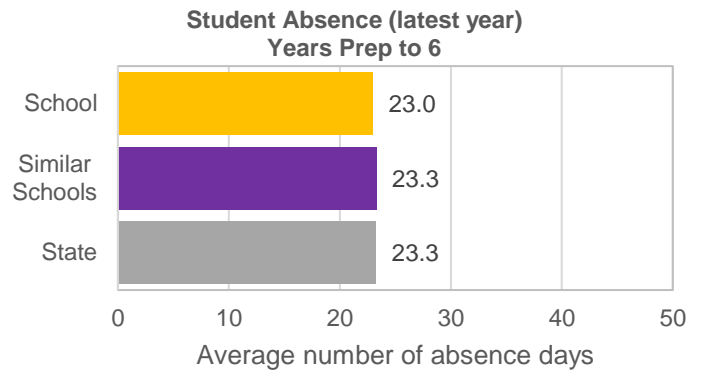
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	23.0	17.6
Similar Schools average:	23.3	16.8
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	86%	88%	89%	88%	87%	85%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,097,956
Government Provided DET Grants	\$337,269
Government Grants Commonwealth	\$4,700
Government Grants State	\$16,104
Revenue Other	\$16,980
Locally Raised Funds	\$119,749
Capital Grants	\$9,843
Total Operating Revenue	\$1,602,600

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,213
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$19,213

Expenditure	Actual
Student Resource Package ²	\$1,046,492
Adjustments	\$0
Books & Publications	\$665
Camps/Excursions/Activities	\$43,683
Communication Costs	\$2,852
Consumables	\$34,649
Miscellaneous Expense ³	\$6,514
Professional Development	\$2,443
Equipment/Maintenance/Hire	\$22,343
Property Services	\$47,620
Salaries & Allowances ⁴	\$75,328
Support Services	\$17,822
Trading & Fundraising	\$10,918
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$15,674
Total Operating Expenditure	\$1,327,003
Net Operating Surplus/-Deficit	\$265,755
Asset Acquisitions	\$42,059

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$211,191
Official Account	\$40,140
Other Accounts	\$0
Total Funds Available	\$251,332

Financial Commitments	Actual
Operating Reserve	\$39,647
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$20,984
School Based Programs	\$5,250
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	\$104,699
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$170,580

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.