

# 2020 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](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 30 April 2021 at 11:54 PM by Rebecca Honeysett (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 02 May 2021 at 09:16 PM by Emmy Finlayson (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### 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.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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

## About Our School

### School context

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
- 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.

Over the next four years of our Strategic Plan Upwey Primary School will be working on the following:

- 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, four main buildings with central open spaces, classrooms, an Art Room, a Computer lab, a library and administration building. The grounds include two adventure playgrounds, two basketball and netball courts, a sandpit and an oval as well as passive play spaces. Upwey Preschool and Sherbrooke Family and Children's Centre are within walking distance from the school. The kinder students visit the school regularly to use the facilities and participate in the Perceptual Motor Program (PMP), providing another transition opportunity for future students.

The school enrolments continued to grow commencing 2020 with 115 students. This consisted of five grades including: Prep, Grade 1/2, Grade 3/4, Grade 4/5 and Grade 5/6. The staffing profile included a Principal, and 7.0 equivalent full-time staff. These included seven teachers and two Education Support (ES) staff in administrative and classroom support roles. Upwey Primary School also provided an accredited Out of School Hours Care Program running from 6:30am- 6:30pm every day including Curriculum Days.

Upwey Primary School provided the following Specialist subjects: Physical Education, The Arts, Japanese and STEM (Science, Technology, Engineering and Mathematics). Students were involved in extra-curricular activities such as Inter-school sports, House Swimming, Athletics and Cross Country Carnivals however the opportunity to go to District, Zone and Regional competitions throughout the year was not possible due to COVID restrictions.

**Framework for Improving Student Outcomes (FISO)**

Upwey Primary School completed our School Review in Term One 2020 just as schools were beginning to close with the beginning of the pandemic. The Strategic Plan was developed during Term Two remotely and via Webex and the Annual Implementation Plan came into effect in Term 3 2021 during the second round of remote learning. It was very difficult to develop strategic documents with minimal staff onsite.

In the 2020 - 2023 School Strategic Plan we developed a series of targets based on building the performance of our students in the key areas of Literacy - Reading, Numeracy and Student Voice and Agency. The 2020 Annual Implementation Plan was written with these goals and targets in mind, however the education targets for all students across Victoria were challenged as we faced a global pandemic with COVID 19. Below is a summary of our Key Improvement Strategies as our school moved in and out of remote and flexible learning;

- Goal 1 : Enhancing literacy outcomes for all students.
- Goal 2: Enhancing numeracy outcomes for all students
- Goal 3: Improve student cognitive engagement in learning (student voice and agency)

<b>Key Improvement Strategies (KIS)</b>	
Building Practice Excellence: literacy enhancement education framework	Develop, document and embed a whole school
Building Practice Excellence: numeracy enhancement education framework	Develop, document and embed a whole school
Empowering students and building school pride:	Build staff capability embed genuine student agency

While we were unable to complete some of these actions from our Key Improvement Strategies during remote learning, we were still able to make progress towards this goal with the following activities from our 2020 Annual Implementation Plan:

- Maths Coordinator attended the Bastow Maths Planning Course
- Purchased relevant books that the support documenting the instructional models
- Purchased Little Learners Love Literacy kits for the synthetic systematic phonics program for 2022.
- Staff were provided with a copy of the Amplify document and we unpacked the Amplify portal during staff meeting.
- Provided opportunities for School Captains to run assemblies via our Youtube page.
- Reviewed and edited the Assessment and Reporting Schedule

- 2021 Key Improvement Strategies
- Learning, catch-up and extension priority
  - Happy, active and healthy kids priority
  - Connected School priority

The 2020 Key Improvement Strategies will also work fit into the 2021 KIS.

**Achievement**

The Upwey Primary School Community expects that all students will be successful in their learning and has a strong focus on ensuring that they are able to access academic, social and emotional programs that allow them to achieve success. Upwey Primary School is proud of its achievements in Student Learning with exceptional NAPLAN and Teacher Judgements results in English and Mathematics every year. We can only comment on Teacher Judgement

data this year since NAPLAN was not administrated in 2020 due to the COVID-19 pandemic.

The Teacher Judgement data for Years Prep - 6 is similar to the state and similar schools with 86.9% of students achieving at or above the expected level in English and 84.6% achieving at or above the expected level in Mathematics in 2020. Student learning was slightly affected by the transitions between remote and onsite learning however the overall result is pleasing. The Tutor Learning Initiative aims to provide selected students with additional support to catch up where they may have only achieved six months growth last year.

#### Highlights

Staff and students were able to adapt to online learning and teaching. The creation of visual content (slides, presentations etc) were instrumental tools that all staff applied in online learning formats to support and focus student learning. We continued to revise the remote learning program based on parent and student feedback throughout the year.

Students and families at Upwey Primary School were able to engage with learning throughout 2020 in various ways. As a school we provided the following learning opportunities:

- Daily Webex sessions with the class teacher for explicit teaching. Small differentiated group sessions commenced in Term Three.
- Specialist lessons delivered through Youtube videos.
- Weekly Youtube wellbeing sessions look at Growth mindset, mindfulness and gratitude.
- Weekly Youtube Storytime videos
- Take home packs were made available in Term 2 and then on request in Term 3 for families who needed support with technology.

The use of the Google suite will be continued in 2021. Senior students responded well to self-directed learning tasks so we are now using Google Classrooms to individualise learning in the senior school. Staff and students now utilise the Google Drive for all shared documents and are all becoming familiar with the different applications. Webex or Zoom were used regularly for Professional Development, staff and school council meetings last year, and continues to be used this year for guests, staff or parents who cannot meet us onsite.

#### Future directions for 2021

In 2021, Upwey Primary School will:

- implement a systematic synthetic phonics program in the junior school
- implement tutor (catch up) program for students who achieved 6 months or less learning growth in 2020 due to remote learning during the pandemic
- develop and document a shared Maths and Reading Instructional model for the whole school

## Engagement

Student attendance in 2020 measured the same as the state and similar schools. Attendance was marked during daily Webex sessions and students were keen to return to school in between remote learning settings, increasing attendance data.

#### Highlights

A highlight during COVID was the creation of the Youtube channel. Specialist teachers delivered their content in videos that could be watched at a convenient time as well as offering weekly Wellbeing sessions and Story time videos from class teachers.

Prior to Term 4 return to school- staff assessed every student on reading and numeracy, allowing staff to know exactly where the students were and plan for point of need teaching upon their return to onsite learning. Feedback was provided immediately to students so they could discuss future learning goals. When students returned to school, teachers could focus on wellbeing and providing collaborative team building experiences as assessments had already taken place and they had the data they needed to plan accordingly.

Student agency varied between students in each class. Some students thrived in this setting, taking ownership and responsibility for their learning while other students struggled. Our Remote Learning Program changed throughout the year after receiving feedback from parents and reading how the students were coping during Webex sessions and our fortnightly wellbeing phone calls. Some students chose the option of only completing the 'Must do' activities which were highlighted in their weekly planner, while others thrived and wanted to complete all available tasks.

Some students reported that the online setting suited their style of learning because:

- they had more time to work on tasks and were not pressured by bells and the classroom routine.
- they felt more comfortable to ask questions through email or on our messaging system where their peers could not hear that they needed support.
- they could revisit instructions or explicit teaching videos several times to make sure they understood

Future directions for 2021

- Continue to use Google Classrooms and online learning videos in 2021 to compliment classroom teaching
- Use Webex to meet with parents and allied health staff for Student Support Groups to discuss Individual Learning Plans where they cannot come onsite.
- Use Webex for parents at Parent Teacher Interviews and for School Council where needed

## Wellbeing

### Highlights

We prioritised student and family wellbeing throughout the remote learning period and our parents appreciated this which is evident in our Parent Opinion Survey and Parent Remote Learning Survey through the Department of Education last year. The Parent Satisfaction level was 87.8% compared to the state at 81.2%. 96% of parents rated positively for student connectedness during a time where we were physically disconnected however we felt that we knew our families better than ever before. Teachers made fortnightly well-being phone calls to check in with families to see how they were coping with the lockdown and with the learning tasks. For some of our more vulnerable families we were able to allow some of them onsite in a part time capacity to ensure their mental health did not decline further. Our daily Webex sessions allowed us to connect with our students. Student attended whole class explicit teaching sessions as well as small group sessions at their point of need.

Knowing that our students would need some support we applied for a chaplaincy grant for 2021 and we were successful. We hired a chaplain in Term 1 2021. She is primarily working with small groups focusing on social skills, building resilience, managing conflict and dealing with anxiety.

Our student Attitude to School Survey data needs to be celebrated for 2020 as staff worked really hard and put in a great amount of effort to focus on the well-being needs of our students. Our data exceeded the state and like schools results with sense of connectedness matching the parents response which is pleasing to see. During these difficult times, our community became stronger and more appreciative of the work our staff do to ensure a safe and challenging environment for them.

Our School Staff Survey exceeded the state results with 91.6% positive responses compared to 77.8%.

Future directions for 2021

- Newly appointed Chaplain to work with small groups on social skills, anxiety, managing conflict, self-awareness and run lunch time clubs
- Implement Respectful Relationships from Years Foundation - 6
- Implement Morning Move for Mind to improve mental and physical health
- Implement an Aerobics Competition program
- Introduce Footsteps Dance Program for physical fitness
- Incorporate Mindfulness into the curriculum while completing the Smiling Minds Mental and Wellbeing program
- Lift the profile of School Houses to promote school pride and connectedness with families and the community
- Continue working with Upwey High School, including ordering lunch orders from the new high school canteen

and working on the VicTrack project to develop a sporting precinct on our combined oval in a staged project.

### **Financial performance and position**

Upwey Primary School concluded 2020 with a surplus of \$95,753. During remote learning the school saved money on utilities, relief teachers and professional development which resulted in a surplus. Most Professional Development was delivered online throughout the year and was either free or at a reduced cost compared to previous years. This allowed the school to spend more money on school maintenance including installing new split systems in the library and school hall as well as purchase new resources to implement the systematic phonics program in 2021. While local fundraising was minimal due to the global pandemic the school received a substantial amount of money in grants. The school received grants to fund the following:

- New fences around the perimeter of the property to ensure student safety
- Bushfire At Risk Register money (BARR) to help prepare for the bushfire season, clearing dead trees, limbs, debris and tidying the sanctuary
- New playgrounds due for construction in 2022
- Chaplain funding for 2022-2023

**For more detailed information regarding our school please visit our website at**  
<https://www.upweypps.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.

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 100 students were enrolled at this school in 2020, 55 female and 45 male.

4 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) which takes into account parents' occupations and education.

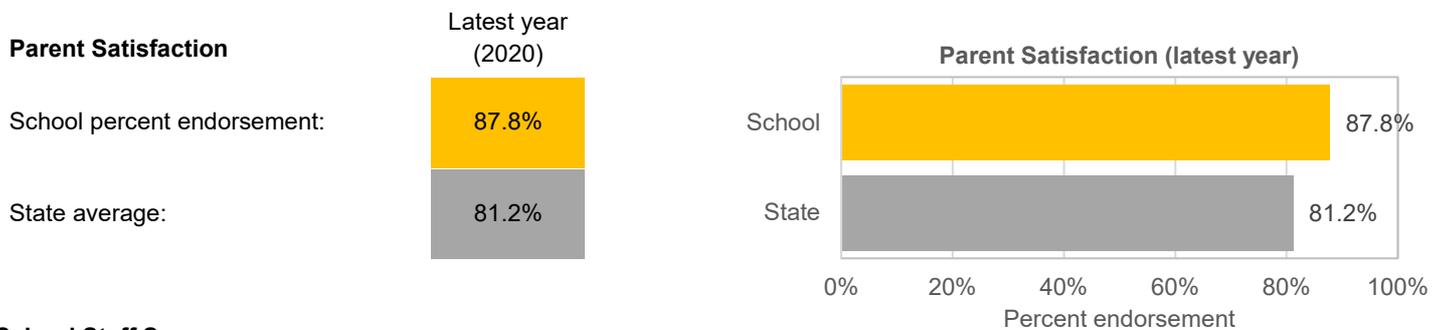
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

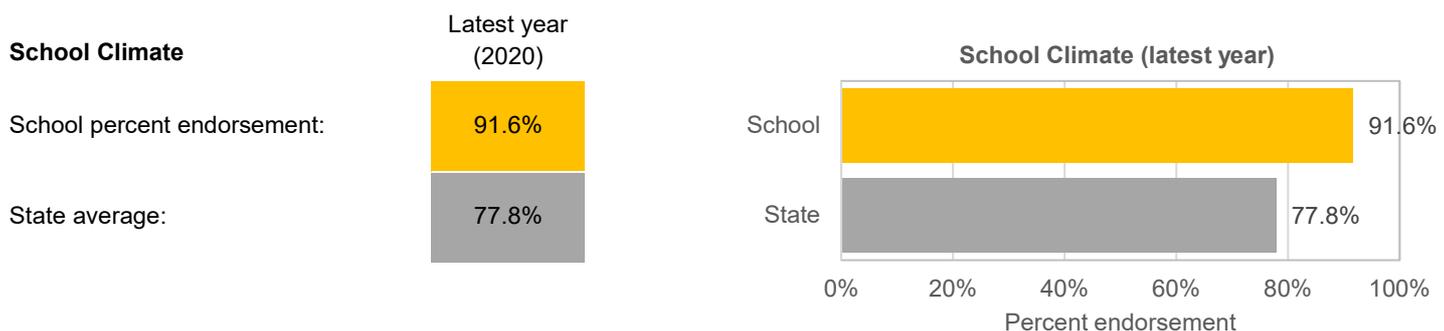


### School Staff Survey

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.



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

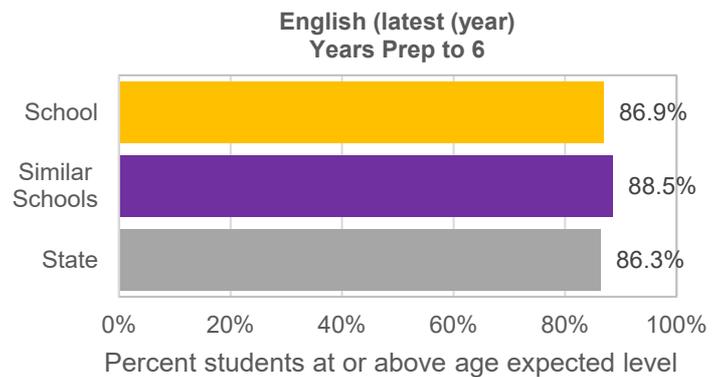
86.9%

Similar Schools average:

88.5%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

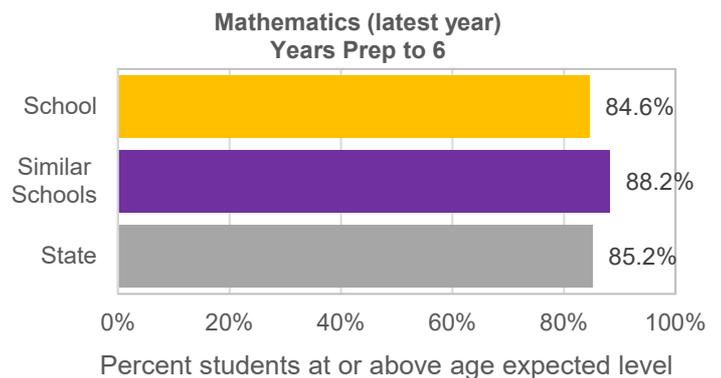
84.6%

Similar Schools average:

88.2%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

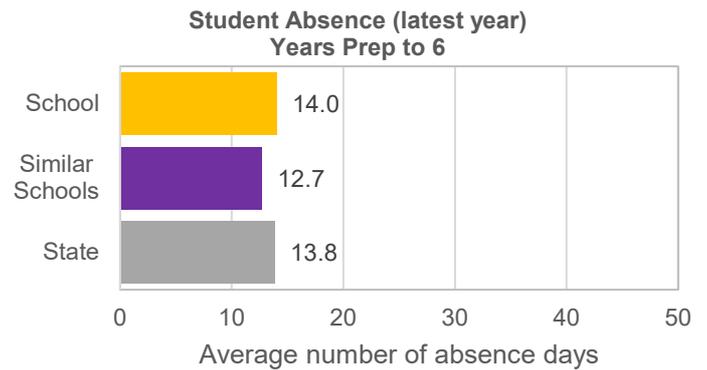
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	14.0	15.3
Similar Schools average:	12.7	15.2
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	95%	93%	95%	91%	94%	85%

## WELLBEING

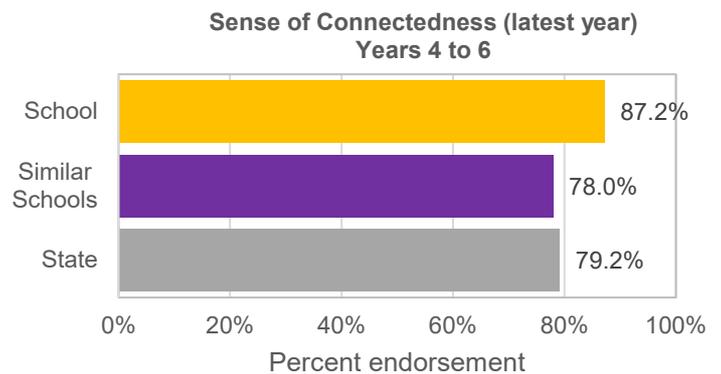
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	87.2%	83.1%
Similar Schools average:	78.0%	80.0%
State average:	79.2%	81.0%



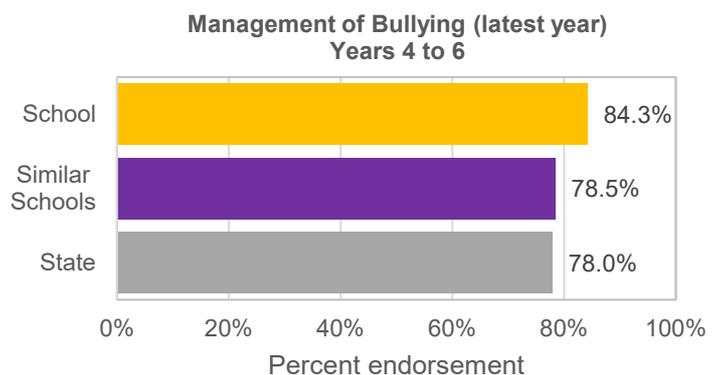
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	84.3%	84.2%
Similar Schools average:	78.5%	81.1%
State average:	78.0%	80.4%



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

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$813,808
Government Provided DET Grants	\$169,598
Government Grants Commonwealth	\$650
Government Grants State	\$95,000
Revenue Other	\$45,170
Locally Raised Funds	\$20,586
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$1,144,813</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$15,328
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$15,328</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$854,382
Adjustments	NDA
Books & Publications	\$1,460
Camps/Excursions/Activities	\$3,973
Communication Costs	\$4,047
Consumables	\$34,147
Miscellaneous Expense <sup>3</sup>	\$7,200
Professional Development	\$2,311
Equipment/Maintenance/Hire	\$10,612
Property Services	\$64,771
Salaries & Allowances <sup>4</sup>	\$30,204
Support Services	\$10,803
Trading & Fundraising	\$6,220
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$18,928
<b>Total Operating Expenditure</b>	<b>\$1,049,059</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$95,753</b>
<b>Asset Acquisitions</b>	<b>\$97,916</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$126,659
Official Account	\$4,344
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$131,003</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$25,958
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$20,101
School Based Programs	\$800
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$46,859</b>

*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.*