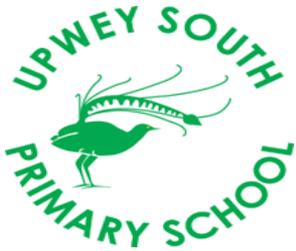


# 2017 Annual Report to the School Community



School Name: Upwey South Primary School

School Number: 4894



- 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 Regulation 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 2017 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

Signed 12 April 2018 at 07:53 AM by Damien Kitch (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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.

Signed 16 April 2018 at 01:50 PM by Nick Orr (School Council President)



## About Our School

### School Context

Upwey South Primary School is located at 91 Morris Road, in the south-east Melbourne suburb of Upwey. In 2017 the school had a staffing profile of 16.1 equivalent full-time (EFT) staff, constituting: 1 Principal Class Member, 6.8 Range 2 Classroom Teachers, 5.6 Range 1 Classroom Teachers, 1.9 Teaching Support Staff (administration), and 0.7 Integration Aides.

The Student-Family-Occupation and Education Index (SFOE index) of the school is 0.2884, with the state median being 0.4479. At the 2017 February census, the enrolment of the school was 238 EFT students.

In 2017, the school consisted of 11 classes, constituting: two Foundation classes, three Year 1-2 classes, three Year 3-4 classes, three Year 5-6 classes. Each classroom engaged in a weekly specialist program, constituting: Visual Arts, Performing Arts/ Music, Health and Physical Education, Languages Other Than English (LOTE) - Japanese.

The School values of Respect, Responsibility and Resilience continued to underpin all core learning and extra-curricular programs. Opportunities offered through the Victorian Curriculum, were completed by extra-curricular and extension opportunities via the whole school Swimming Program, Hooptime, Inter-School Sport, Athletics, Cross-Country, Chess Club, Art Club, Instrumental Music, Advanced Volleyball Program, Victorian State Schools Spectacular, School Choir and an extensive instrumental music program, offering tuition in guitar, drums, keyboard, vocals, violin and brass instruments.

Upwey South Primary School has the support of an extremely active and positive learning community. School Council, sub-committees, and the Parents and Teachers Association (PTA) supported the direction of the school. The school has a healthy and continuous Out of School Hours Care (OSHC) Program, which includes extended before and after-school care hours. The extensive vacation care program also caters for students from surrounding schools. At the beginning of Term Four, the EXTEND OSHC Program relocated to the Lifelong Learning Centre, resulting in an increase in enrolments and access for families.

In 2017, the school complemented its existing iPad Program by installing a green-screen in the School Library and an associated multimedia centre. Each Year 3-6 classroom contains a large screen digital display with Apple TV, and the Foundation-Year 2 classes contain interactive whiteboards. Digital Learning is supported by a dedicated computer lab.

This learning was further complemented through the school partaking in the Gifted Insights Enrichment Program in Term Four.

The students of Upwey South Primary School enjoy extensive and well-maintained grounds for learning and recreation. In 2017, the school grounds continued to be cared for and maintained through regular working bees, the commitment of the Student Sustainability Group and the upgrading of our community garden.

### Framework for Improving Student Outcomes (FISO)

In 2017, the school joined the Dandenong Ranges Network Mathematics FISO Group, with a focus upon improving relative growth in the area of Mathematics. The school undertook extensive Professional Learning, focussing on an alignment with the Victorian Curriculum, and the use of "I Can Statements" to drive student learning.

This focus resulted in the school achieving at Year Five NAPLAN- Mathematics a mean scaled score of 509, with the state mean being 503. At Year Five, 96.9% of students were at or above the National Minimum Standard, with a band breakdown of those above consisting of Band 5= 21.9%, Band 6= 21.9%, Band 7= 31.3%, Band 8 or above= 12.5%

In 2018, The Dandenong Ranges Network of Schools will shift their FISO focus to Writing, which will support growth data in the area showing decreasing numbers of students achieving in the top two bands for writing.



In 2018, Upwey South will continue to extend senior students in Mathematics, through engaging in the John Monash Science School (JMSS) “Mini-Mathematicians Program”.

## Achievement

Student achievement data indicates Teacher Judgement of English and Mathematics to be similar to school comparisons.

In the area of English from Foundation- Year Six, the following teacher judgements applied:  
 Reading and Viewing: 43.2% of students at expected level, and 51.7% above the expected level  
 Writing: 61.0% of students at expected level, and 32.2% above the expected level  
 Speaking and Listening: 79.2% of students at expected level, and 18.6% above the expected level.

In the area of Mathematics from Foundation- Year Six, the following teacher judgements applied:  
 Measurement and Geometry: 66.1% of students at expected level, and 30.5% above the expected level  
 Statistics and Probability: 72.9% of students at expected level, and 24.6% above the expected level  
 Number and Algebra: 60.6% of students at expected level, and 34.7% above the expected level.

In 2018, the school will undergo a “School Review” and set learning outcomes for the next School Strategic Plan. In Term Four 2017, the School Council appointed a new substantive Principal, who will lead the school to focus upon continuous improvement and raising academic rigour.

## Engagement

In 2017, Foundation- Year Six absence data across the showed an average of 16.42 days absent per year, slightly higher than the state average of 15.63 days per year. Across the school, absence categories scoring greater than 1.0 were:

- Illness = 5.18 days per student
- Family Holiday= 3.3 days per student
- Unexplained= 1.72 days per student
- Parent Choice/ Unauthorised= 1.54 days per student

In order to address the above, in 2018 the school will utilise an SMS service to contact parents of students who have not attended school prior to 10:00am on a school day. Where suitable, home learning will be provided for students with absences greater than three consecutive days.

On the Attitudes to School Survey (ATSS), 95% of Year Four- Year Six students indicated that the school “has high expectations for learning success”. This was supported by the Parent Opinion Survey, with a 79% endorsement rating in the same category.

The 2018 focus of the school is to document and focus upon increased academic rigour, and to redesign the school’s Inquiry units of study to become more closely aligned in an engaging manner with the Victorian Curriculum.

## Wellbeing



In 2017, the School's Annual Implementation Plan (AIP) goal for Wellbeing was to review and implement an agreed and consistent whole school approach to student wellbeing and engagement. In Term Three, the school formed a Strategic Improvement Team (SIT) with the focus upon building staff capacity in the area of School Wide Positive Behaviours for Learning (SWPBL). The School Council endorsed a detailed SWPBL Policy, and classroom teachers developed a school-wide matrix with their students. In 2018, this policy will underpin the learning culture which the school will develop over the duration of the next SSP.

The 2017 Parent Satisfaction Survey was below the state average in many areas, ranking in the bottom quartile in all domains of the survey. In 2018, the newly appointed Principal and the SIT will use this information to drive the school forward and increase transparency across all areas of the school.

The 2017 School Staff Survey was evidence of a staff who are wanting to build their capacity to deliver engaging and rigorous programs, with professional learning through peer observation and the development of a school-wide pedagogical model being two areas of focus for staff.

In 2018, the school will address this through the development of a school-wide instructional model.

Professional Practice Days will be utilised by staff to drive gain based upon their Performance and Development Plans.

In 2018, the SIT will oversee the restructure of the school into Professional Learning Teams (PLTs) with a triad of focus upon the areas of driving culture, climate and curriculum.

Entering into 2018, the school community are feeling extremely positive about the feed-forward presented through a "Year of Review" and are focussed upon continuous improvement.

For more detailed information regarding our school please visit our website at  
<http://www.upweythps.vic.gov.au>



## Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 238 students were enrolled at this school in 2017, 119 female and 119 male.</p> <p>2 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p><span style="color: lightblue; font-size: 24px;">○</span> Lower</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: lightblue; font-size: 24px;">○</span> Lower</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: lightblue; font-size: 24px;">○</span> Lower</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>42%</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>52%</td> <td>16%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>48%</td> <td>32%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>55%</td> <td>13%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>58%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	42%	35%	Numeracy	32%	52%	16%	Writing	19%	48%	32%	Spelling	32%	55%	13%	Grammar and Punctuation	23%	58%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>93 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> <td>90 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	91 %	91 %	90 %	93 %	92 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	91 %	91 %	90 %	93 %	92 %										



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

# How to read the Annual Report

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

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

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.

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

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

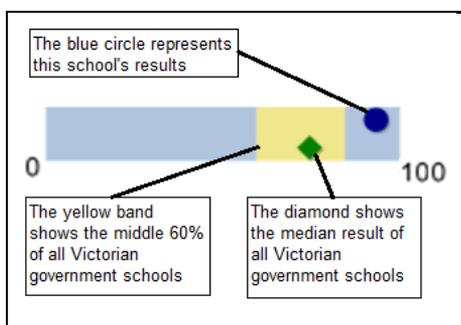
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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

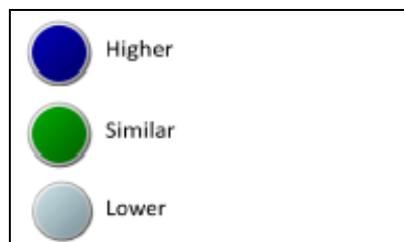


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').



## Financial Performance and Position

### Financial performance and position commentary

In 2017 the School had increased expenditures due to a change in staffing profile, which resulted in an increased Salaries and Allowances commitment to fund staffing. This resulted in a Net Operating Deficit of \$18,654.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,601,945	High Yield Investment Account	\$3,776
Government Provided DET Grants	\$316,905	Official Account	\$111
Government Grants Commonwealth	\$14,540	Other Accounts	\$50,000
Revenue Other	\$2,867	<b>Total Funds Available</b>	<b>\$53,887</b>
Locally Raised Funds	\$160,469		
<b>Total Operating Revenue</b>	<b>\$2,096,726</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$9,269		
<b>Equity Total</b>	<b>\$9,269</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,580,144	Operating Reserve	\$10,000
Books & Publications	\$826	Asset/Equipment Replacement < 12 months	\$4,300
Communication Costs	\$4,883	Capital - Buildings/Grounds incl SMS<12 months	\$10,675
Consumables	\$32,405	Maintenance - Buildings/Grounds incl SMS<12 months	\$1,847
Miscellaneous Expense <sup>3</sup>	\$124,787	Revenue Received in Advance	\$11,535
Professional Development	\$3,214	Other recurrent expenditure	\$15,530
Property and Equipment Services	\$127,258	<b>Total Financial Commitments</b>	<b>\$53,887</b>
Salaries & Allowances <sup>4</sup>	\$194,806		
Trading & Fundraising	\$18,902		
Utilities	\$28,156		
<b>Total Operating Expenditure</b>	<b>\$2,115,380</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$18,654)</b>		
<b>Asset Acquisitions</b>	<b>\$7,019</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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.