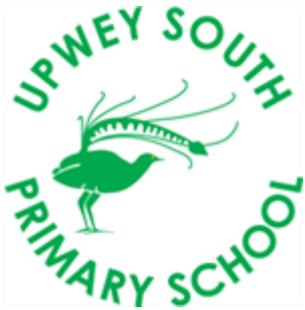


2022 Annual Report to the School Community

School Name: Upwey South Primary School (4894)



- 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 29 March 2023 at 10:20 AM by Damien Kitch (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 29 March 2023 at 10:45 AM by Rachel Morrissey (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
-

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

Location Profile:

Upwey South Primary School is located at 91 Morris Road, in the south-eastern suburb of Upwey.

The school has a large geographical footprint with plenty of space for students to play and engage in an environment which is reflective of the Dandenong Ranges area. On-site buildings encompass a school gymnasium, Lifelong Learning Centre, two classroom buildings, and the heritage listed Griffiths Homestead- with the homestead being dedicated to hosting 3MDR 97.1FM under a joint-user agreement with School Council.

The school shares a boundary-line with the Dandenong Ranges Childcare Centre/ Kindergarten, and is within walking distance of Upwey South Preschool, which is also located on Morris Road.

Educational Philosophy:

Our School's Educational Philosophy is underpinned by our Guiding Principles, which are:

• Evidence-Based Learning

We deliver evidence-based learning for our students by actively engaging in professional learning, maintaining up-to-date assessment data, accessing reliable sources of professional information, utilising the School's Data Centre to document achievements, actions, and evidence through school-wide data tools.

• Consistency

We work as a school-wide team of professionals to provide consistency in daily routines and structures for our students.

• Predictability

The actions of the adults in our school are predictable, compassionate, calming, and supportive at all times.

• Orderliness

We provide our students with an orderly learning environment, which is free of clutter, reflects current student achievements, and promotes a collective responsibility for shared learning spaces.

• Reinforcement of desirable learning behaviours

We work hard to acknowledge on-task learning behaviours, and encourage students to regulate their learning through the Berry Street Educational Model.

• Responsiveness

We act promptly to support all students, staff, and community members, through providing timely information. We take action with a positive mindset, informing relevant others of our actions, and promoting a collective responsibility for student learning.

Teaching and Learning Programs across the school are facilitated through direct-explicit instruction; with classroom teaching being planned via our school-wide instructional model, the Gradual Release of Responsibility. Our academic curriculum is supported by a strong social-emotional learning culture, which is based upon the Berry Street Education Model (BSEM), School Wide Positive Behaviours for Learning (SWPBL) and associated social-emotional structures (such as Let'sTALK and a school counselling service).

Overview of the School's 2022 profile

Student Enrolment and Demographic Profile

In 2022, a total of 252 students were enrolled as at February census; 52% female and 48% male. The school welcomes the recent DET acknowledgement of self-described students (gender), of which there are currently no students identified through the DET enrolment process.

The total enrolment distribution was, Foundation- Year Two 44%, Year Three-Four 31%, Year Five-Six 25%.

The student population is drawn from Upwey and local suburbs, with many families travelling from surrounding areas to attend the school. The School's Student Family Occupation Education (SFOE) Index was 0.2211, with a state average of 0.4043. In the state of Victoria, a school's socio-economic profile is based on the school's SFOE, which is a demographic rating from 0.0 to 1.0; which considers parents' occupations, language background, financial status, professional qualifications, and education.

Possible socio-economic band values across Victoria are: Low, Low-Medium, Medium, and High. Upwey South Primary School's SFOE band value is 'Low' which means that the equity funding provided to the school from the Victorian government is minimal; this is due to an enrolment base with perceived high levels of language, educational and family backgrounds.

Enrolment data demonstrates 14 countries of origin for enrolled students (identified by countries of birth for parents), of which 3.32% of students speak a primary language other than English at home. Indigenous Australian enrolments are 0.74%.

The demographic profile of the school continued to positively shift, with strong demand for student enrolments within the school's current 12-class model.

Staffing Profile

The 2022 staffing profile consisted of one principal-class member, 12 classroom teachers, two tutors, and four specialist teachers. The teaching staff were supported by four Education Support staff; comprised of two Integration Aides, one Business Manager, and one Office Manager. The overall staffing profile in Full-Time Equivalent (FTE) was represented as 17.3.

The staff are actively supported by a professionally conducted School Council, Parent and Teacher Association (PTA), and Student Leadership Team, who work collaboratively to focus upon continuous improvement of the school learning environment.

The school community are also supported by the State Schools Breakfast Program who provide a weekly breakfast and healthy food program for students.

The School Council outsource the provision of an Out of School Hours Care (OSHC) Program, which includes before and after-school care, and a school holiday/ vacation care program. The extensive vacation care program also caters for students from surrounding schools. This program is hosted in the school's modern Lifelong Learning Centre, encompassing a double- kitchen, large learning space, and extensive student gardens with easy access to playgrounds and shaded hardcourts. Daily attendance at the OSHC Program in 2022 has continued to grow, with the service being delivered by through TheirCare (<https://theircare.com.au/>) on a five-year contract, which commenced in Term Two 2021.

At the conclusion of 2021, the school's strong commitment to applying an evidence-based Literacy Curriculum was recognised, with the school being selected as one of only ten schools Australia-wide to take part in a three-year research trail with Macquarie University (**MultiLit- Making Up for Lost Time in Literacy**) which is focussed upon improving Australian Literacy achievement data in the middle and upper years of primary school.

The 2022 classroom structure was complemented by each class engaging in specialist programs, constituting the delivery of: Visual Arts (60 mins per week), Performing Arts/ Music (60 mins per week), Health/ Physical Education (60 mins per week), Japanese (40 minutes per fortnight).

2022 was a 'year of review' as a DET approved panel reflected upon and assessed the school's achievement against goals within the School Strategic Plan (SSP 2018-2022). The panel review has been made publicly accessible, and was glowing in acknowledgement of the climate, culture, and curriculum achievements of the school.

As a community-minded school, extra-curricular learning continued to be expanded throughout 2022 and enriched through learning partnerships with: Victorian State Schools Sporting Programs; Victorian State Schools Spectacular; 3MDR 97.1FM (radio broadcasting program); John Monash Science School (Big Science Little Scientist and Mathematical Minds enrichment programs); Groove Foundations Music School (tuition lessons, Glee Club, public performances).

*Refer over page for **Progress towards strategic goals, student outcomes and student engagement***

Progress towards strategic goals, student outcomes and student engagement

Learning

Evidence of impact can be demonstrated through the NAPLAN mean scale scores outlined below (2017- 2022 impact of school vs state) for the 2022 cohort of Year Three students (who are in their third year of an RTI structure):

Reading:

- USPS: 70 point school growth: 2017 (420) to 2022 (490)
- Victoria: 8 point state growth: 2017 (446) to 2022 (454)

Writing:

- USPS: 48 point school growth: 2017 (407) to 2022 (455)
- Victoria: 2 point state growth: 2017 (428) to 2022 (430)

Spelling:

- USPS: 68 point school growth: 2017 (395) to 2022 (463)
- Victoria: 3 point state growth: 2017 (423) to 2023 (426)

Grammar/Punctuation:

- USPS: 50 point school growth: 2017 (421) to 2022 (471)
- Victoria: 4 point state loss: 2017 (450) to 2022 (446)

Numeracy:

- USPS: 42 point school growth: 2017 (397) to 2022 (439)
- Victoria: 8 point state loss: 2017 (421) to 2022 (413)

Upwey South Primary School's 2022 NAPLAN Year Three achievement data places the school in the "Top Five" of Outer Eastern schools for Literacy achievement.

Wellbeing

Wellbeing data across the state showed that students came back to school from consecutive years of Remote Learning with some signs of social disengagement, and at times struggled to find the energy levels required to sustain concentration throughout the school day to a standard which had been seen previously. This continued to be evident in 2022, but manifested itself beyond the immediate classroom curriculum within a different format of resilience, as students and families began to engage once again in busy scheduling within and beyond the school.

In March 2023, the school's 2022 achievements and wellbeing structure were formally acknowledged with the school being awarded "silver accreditation" as an accredited School-Wide Positive Behaviour Support (SWPBS) school. Across the state, there are 2286 schools, of which 1557 are government schools. By the conclusion of 2025, all government schools are expected to be engaging in SWPBS to promote student wellbeing. As of March 2023, the following SWPBS accreditation table represents the achievements of government schools (as at March 2023):

SWPBS Accreditation Level	Accredited government schools
Blue (beginning level)	42
Bronze	43
Silver	37
Gold	18

Upwey South Primary School's SWPBS accreditation places it in the top 4% of government schools across the state.

Wellbeing continued...

Due to the disconnect of previous years, in 2022 a common theme taken from the ATSS was that students feel they do not "connect" with the school or their peers as well as they wish to. The school utilized funding to employ a school counsellor on a 0.4FTE basis, providing both individualized and small group therapy sessions.

For students who have taken part in the school's tutoring program, there has been an increased consistency in Individual Education Plans (IEP) templates and staff triangulation of shared data sets which are made available to all curriculum and year level teams.

An action point from the afore-mentioned ATSS is that the school in 2022 took part in a Worksafe and Yarra Valley Psychology "Let'sTALK Program" rollout, with preliminary 'entry vs exit data' showing an improved sense of voice and psychological safety. The Let'sTALK Program is a framework which provides for structured conversations to occur between students-teachers and students-students regarding feelings of belonging and connection.

In 2023, the school is partnering with Quaglia Student Voice and Aspirations, as an action of the new SSP, with the intention of improving connectedness to school and opportunities for agency, voice and choice for students. This is to be achieved across the middle and senior school with a high-school elective model of subject choices being offered for students in Year Five/Six, and a community agency series of electives being offered across Year Three-Six. The school will also be moving to a dual language program (Auslan and Japanese) in 2023.

Engagement

Throughout the 'year of review' the school continued to maintain and build upon SWPBL expectations, and refined a curriculum delivery model based upon regular feed-forward surveys from both parents/carers and students.

The school's explicit focus upon connecting with students and families through remote platforms (when required), allowed families to take extended absences due to either illness (isolation) or family holidays. This action to remain connected to students whilst off-site resulted in a higher than average absence rate for 20+ days of absence, with 55% of students being absent for greater than 20+ days (state comparison of 44%). Of these extended absences, all were able to be accounted for through approved medical absences or approved family holidays.

The 2022 Parent Opinion Survey should be interpreted with caution (although extremely positive, with 100% positive endorsement across a number of key indicators) with less than 5% of families responding. Therefore, no commentary will be provided within this Annual Report. It should be noted that this low response rate is in contrast to a detailed localized survey undertaken as part of the school review process, to which 45% of families responded.

Data from the 2022 Staff Opinion Survey showed a strong commitment to increasing professional capacity, responding and pivoting to community input, and supporting the school's Guiding Principles. A factor which went in a positive direction (against state trends) in the Staff Opinion Survey was "Staff in this school have an interest in improving their practice" 100% positive endorsement, which was 13 points above similar schools.

*Refer over page for **Financial Performance***

Financial Performance

Through strong financial management over the life of the current SSP, the school was again able to deliver a surplus at the end of 2022 which meant that the school was able to make a financial contribution toward the statewide rollout of the Tutor Learning Initiative (TLI) scheduled for 2022 and revert back to a 12-class model.

In the second-half of 2021, the school was awarded an Inclusive Schools Capital Funding Works Budget to commence planning and building of inclusive outdoor learning spaces. Works for this project were overseen by the Victorian School Building Authority (VSBA) with works involving sheltered outdoor learning and community spaces. This project was completed in December 2022, with the space accessible to the community from February 2023.

The school also undertook a number of facility improvements across classrooms, to improve the daily learning environment for students. Following on from Remote Learning, the school made a significant purchase of classroom furniture for the middle years. The school's Joint User Agreement with 3MDR 97.1FM also continued to inject funds into the school's budget.

A strong connection with community partners was combined with a newly signed user agreement with the out-of-school-hours-care provider (Their Care) which enabled the school to inject funds into the curriculum.

The small amount of Equity Funding received by the school was used to increase access for students to evidence-based learning.

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

<http://www.upweythps.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 254 students were enrolled at this school in 2022; 133 female and 121 male.

3 percent of students had English as an additional language and NDP 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).

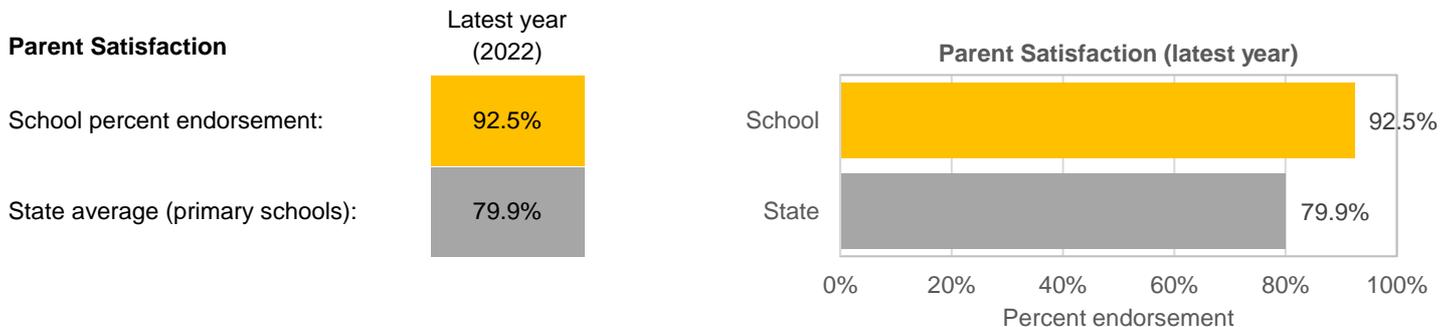
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

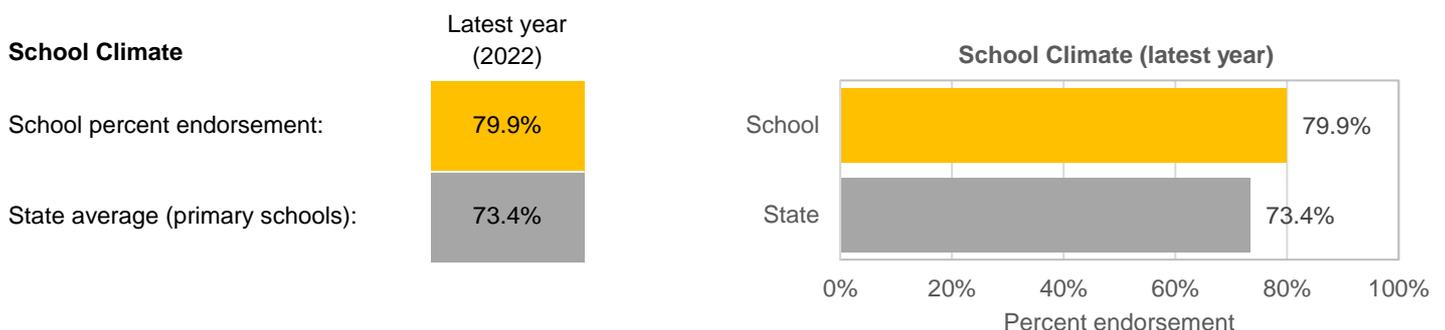


School Staff Survey

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:

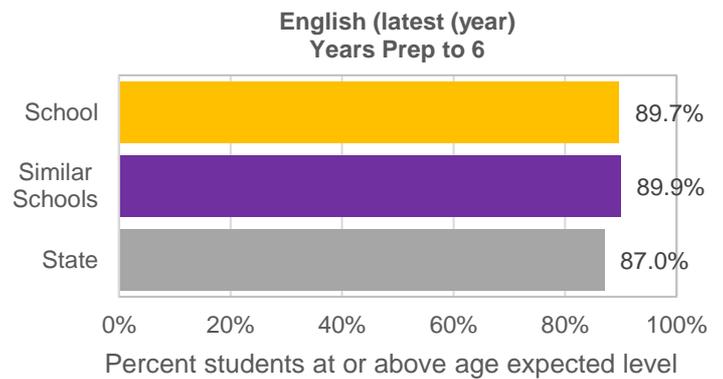
89.7%

Similar Schools average:

89.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

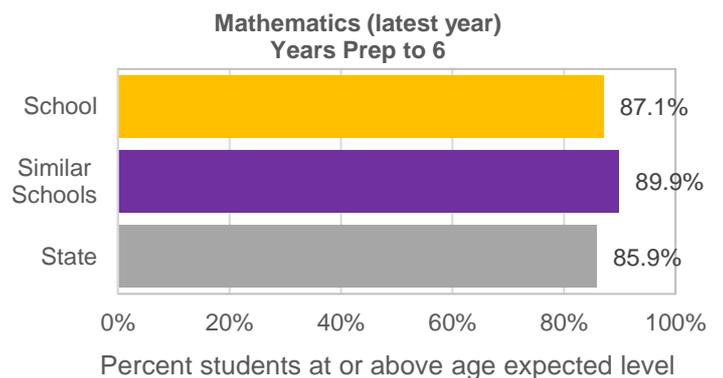
87.1%

Similar Schools average:

89.9%

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.

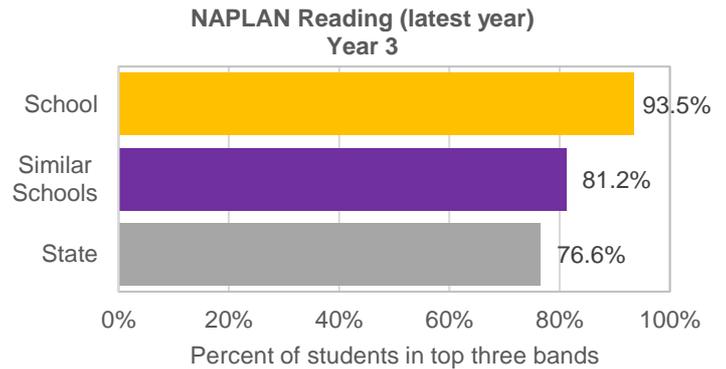
NAPLAN

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.

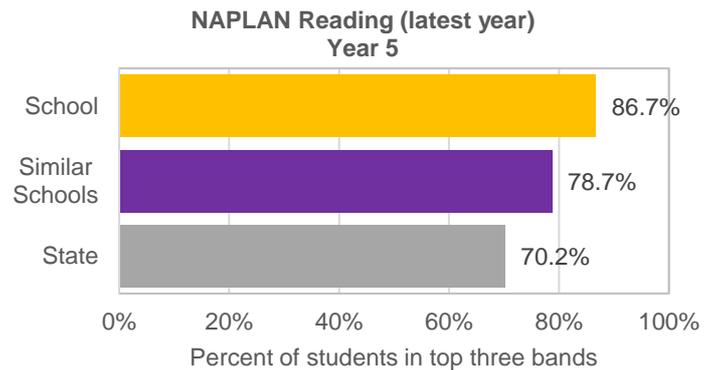
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	93.5%	81.0%
Similar Schools average:	81.2%	82.7%
State average:	76.6%	76.6%



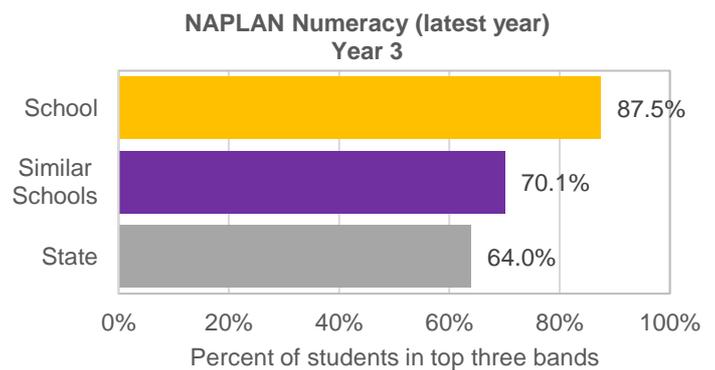
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.7%	70.8%
Similar Schools average:	78.7%	76.9%
State average:	70.2%	69.5%



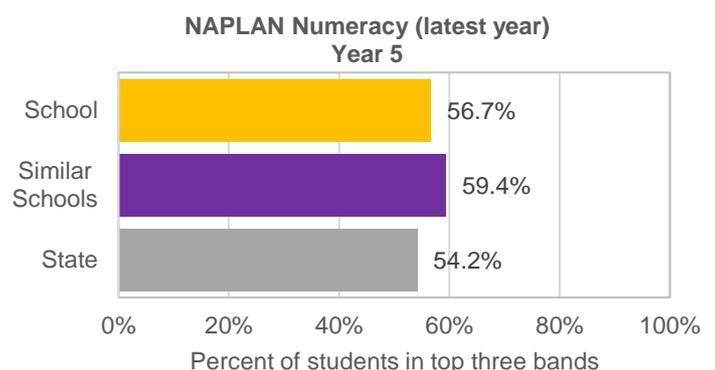
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.5%	72.6%
Similar Schools average:	70.1%	73.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	56.7%	60.5%
Similar Schools average:	59.4%	64.1%
State average:	54.2%	58.8%



WELLBEING

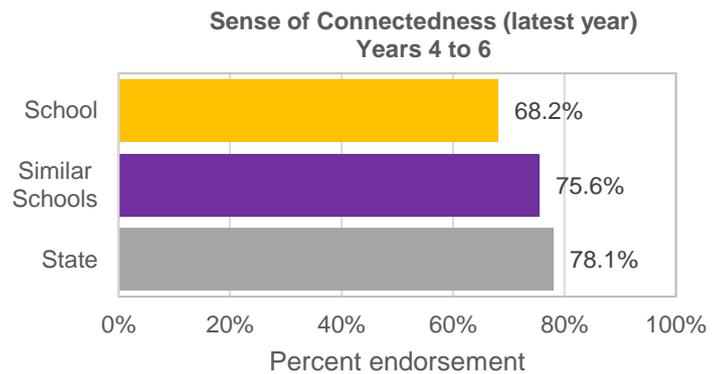
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	68.2%	60.8%
Similar Schools average:	75.6%	77.1%
State average:	78.1%	79.5%

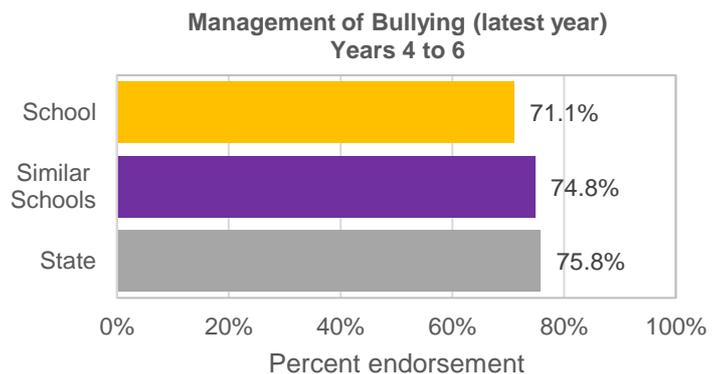


Student Attitudes to School – Management of Bullying

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:	71.1%	59.3%
Similar Schools average:	74.8%	77.6%
State average:	75.8%	78.3%



ENGAGEMENT

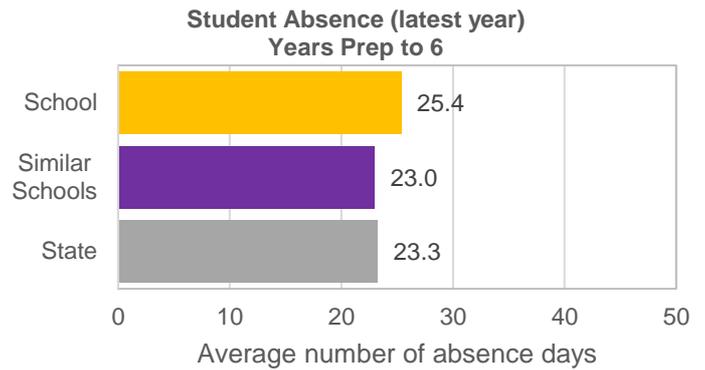
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	25.4	14.9
Similar Schools average:	23.0	16.2
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):	89%	89%	86%	88%	86%	84%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,042,672
Government Provided DET Grants	\$461,093
Government Grants Commonwealth	\$21,256
Government Grants State	\$887
Revenue Other	\$12,979
Locally Raised Funds	\$234,829
Capital Grants	\$0
Total Operating Revenue	\$2,773,715

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,478
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$8,478

Expenditure	Actual
Student Resource Package ²	\$2,035,172
Adjustments	\$0
Books & Publications	\$250
Camps/Excursions/Activities	\$106,721
Communication Costs	\$3,449
Consumables	\$61,536
Miscellaneous Expense ³	\$112,814
Professional Development	\$3,505
Equipment/Maintenance/Hire	\$76,816
Property Services	\$67,894
Salaries & Allowances ⁴	\$70,915
Support Services	\$136,030
Trading & Fundraising	\$18,139
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$51,759
Total Operating Expenditure	\$2,745,001
Net Operating Surplus/-Deficit	\$28,714
Asset Acquisitions	\$37,501

- (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	\$297,356
Official Account	\$36,658
Other Accounts	\$0
Total Funds Available	\$334,014

Financial Commitments	Actual
Operating Reserve	\$109,805
Other Recurrent Expenditure	\$5,776
Provision Accounts	\$0
Funds Received in Advance	\$5,982
School Based Programs	\$1,500
Beneficiary/Memorial Accounts	\$3,000
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$126,063

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.

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