

# 2017 Annual Report to the School Community

School Name: Upwey South Primary School

School Number: 4894



## Annual General Meeting

### Aim:

- To provide the community with information pertaining to the performance of the school for the 2017 school year.

### Agenda:

- Recording of community members present
- Presentation of 2017 Annual Report to the School Community (Principal to lead)
- Questions may be tabled (will be presented to School Council)
- Thanking of community members for attendance
  
- School Council members to remain and the appointment of Office Bearing positions to commence the beginning of the March 2018 School Council meeting

# 2017 Annual Report to the School Community



**UPWEY SOUTH**  
Primary School

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School Number: 4894

## Section 1: 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.

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## *Section 1: School Context*

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.

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## *Section 1: School Context*

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.

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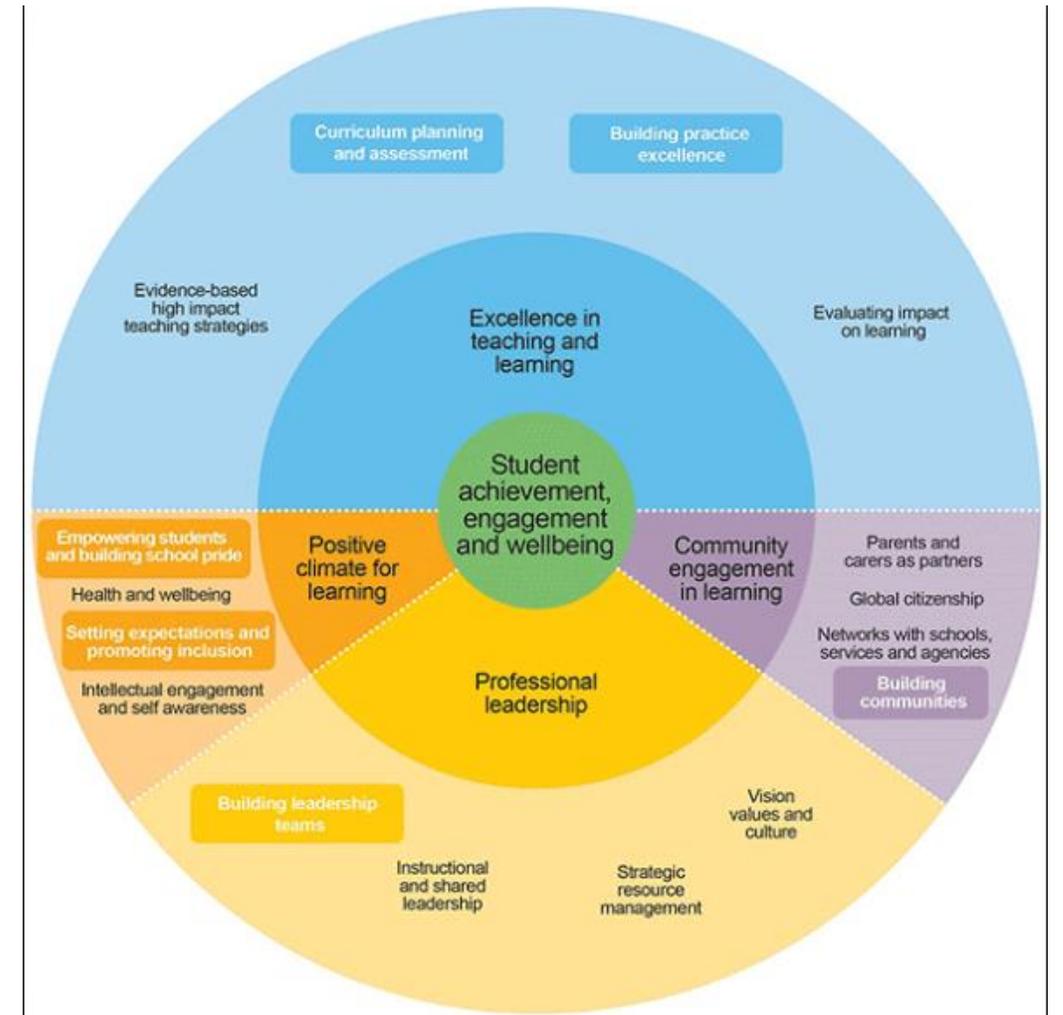
## Section 2: Framework for Improving Student Outcomes

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”.



### IMPROVEMENT CYCLE



# 2017 Annual Report to the School Community



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## Section 3: Framework for Improving Student Outcomes

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

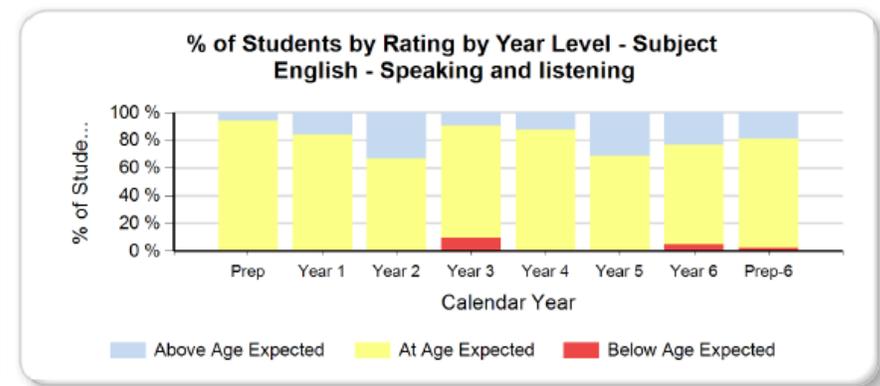
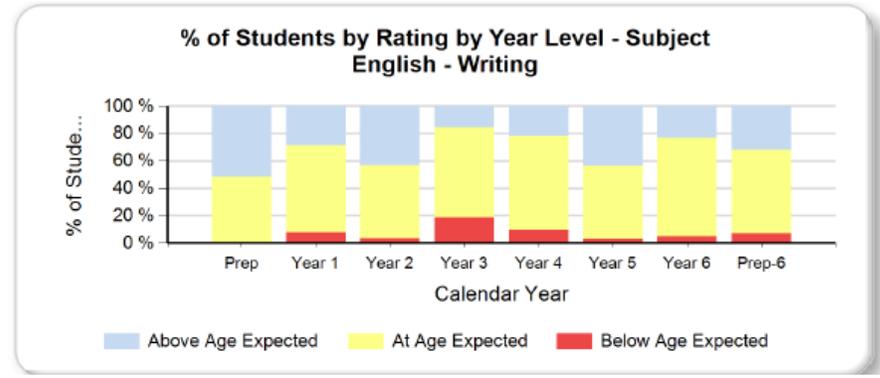
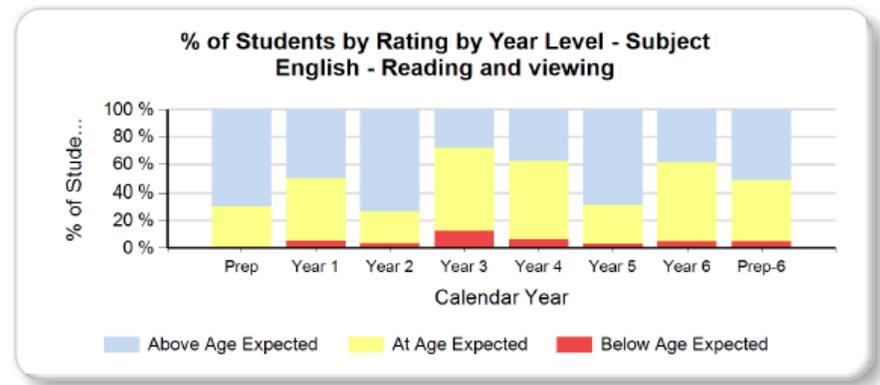
In the area of English from Foundation- Year Six, the following teacher judgements applied:

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.

Teacher Judgement - Students by Rating by Year Level 2017 - Semester 2



# 2017 Annual Report to the School Community

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## Section 3: Framework for Improving Student Outcomes

In the area of **Mathematics** from Foundation- Year Six, the following teacher judgements applied:

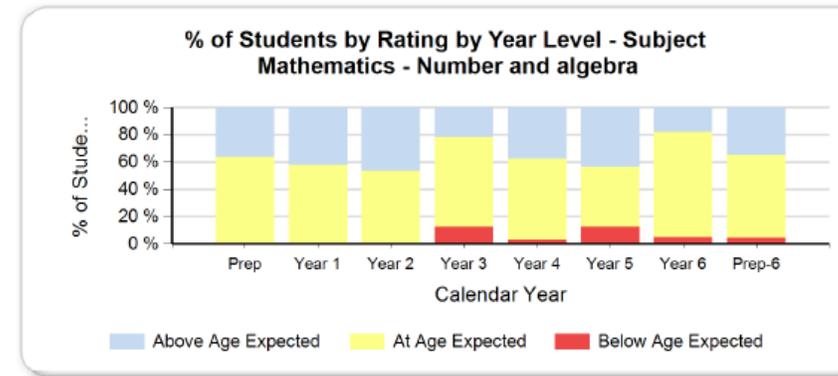
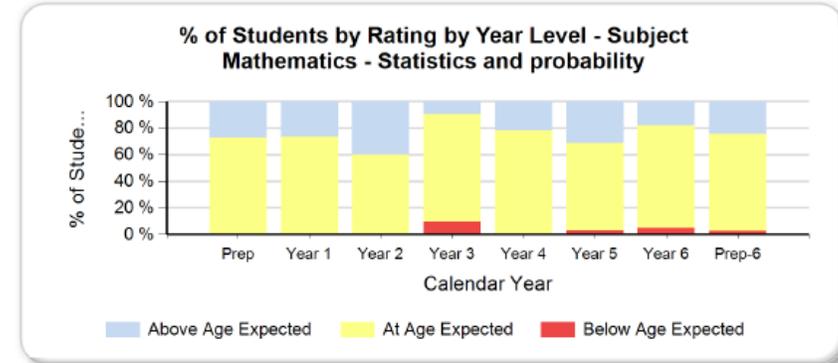
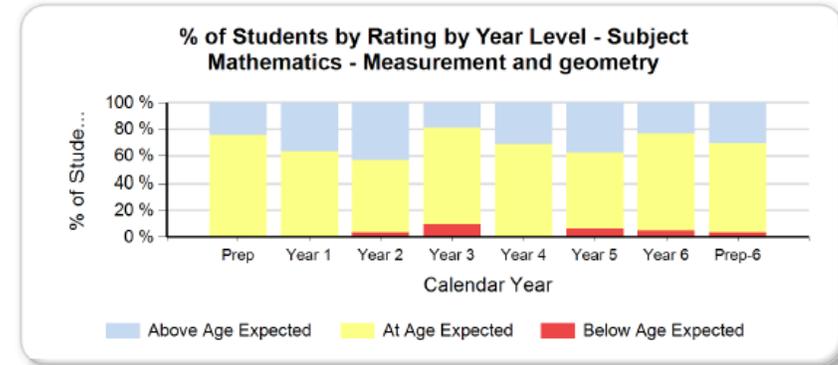
Measurement and Geometry: 66.1% of students at expected level, and 30.5% above the expected level

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.

### Teacher Judgement - Students by Rating by Year Level 2017 - Semester 2



# 2017 Annual Report to the School Community



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## *Section 4: Engagement in Learning*

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.

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## *Section 4: Engagement in Learning*

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 Engagement in Learning Focus for the school is:

- to document and plan for increased academic rigour
- to map the school’s multi-disciplinary (inquiry) units of study
- to more closely align teaching and learning programs with the Victorian Curriculum.

# 2017 Annual Report to the School Community



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## *Section 5: Wellbeing of the Community*

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.

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## *Section 5: Wellbeing of the Community*

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.

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## 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:

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

# 2017 Annual Report to the School Community

School Name: Upwey South Primary School

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## Performance Summary

This graphic indicates the percentage of students working at or above the age expected level in:

- English
- Mathematics

## 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>Teacher Judgement of student achievement</b></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>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

# 2017 Annual Report to the School Community



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## Performance Summary

This graphic indicates the percentage of students in the top 3 bands of testing for NAPLAN.

The “School Comparison” section provides a comparison of our school’s achievement, compared to those schools of a similar size, with a similar student-family-occupation-education index (SFOE Index).

The SFOE is a standardised socio-economic measure of a school’s demographic.

## 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> Lower</p> <p> Similar</p> <p> Lower</p> <p> 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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Lower</p>

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## Performance Summary

This graphic indicates the NAPLAN learning gain for students from Year 3- Year 5.

The expectation is that for every twelve months of learning, there should be at least twelve months of academic growth in the domains of:

- Reading
- Writing
- Spelling
- Grammar and Punctuation
- Numeracy
  
- Low = less than the equivalent of 12 months growth.
- High = greater than 12 months growth.

## 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 Year 3 - Year 5</b></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>	<p><b>Reading</b></p> <p>23 % 42 % 35 % Low Medium High</p> <p><b>Numeracy</b></p> <p>32 % 52 % 16 % Low Medium High</p> <p><b>Writing</b></p> <p>19 % 48 % 32 % Low Medium High</p> <p><b>Spelling</b></p> <p>32 % 55 % 13 % Low Medium High</p> <p><b>Grammar and Punctuation</b></p> <p>23 % 58 % 19 % Low Medium High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>

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## Performance Summary

This graphic indicates the absence rates across the school.

The School Comparison measurement of this graphic is inverse:

- Lower = MORE absences than expected
- Higher = LESS absences than expected

## 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>	<p>Results: 2017</p> <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences &lt;-----&gt; Many absences</p> <table border="1"> <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> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	91 %	91 %	90 %	93 %	92 %										

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## Performance Summary

This graphic indicates the responses received from students in Year Four, Year Five and Year Six who undertook the Attitudes to School Survey.

The two wellbeing areas which are a measurement of focus for The Education State Initiative are:

- Sense of Connectedness
- Management of Bullying

## 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>	<p> Similar</p>
<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>	<p> Similar</p>

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## Financial Performance and Position

(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.***

## 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>		

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## *Conclusion of the Annual General Meeting*

On behalf of School Council, thank you to those members of our learning community who attended the Annual General Meeting.

***From 2018 onwards, DET schools are no longer required to hold Annual General Meetings.***

***In the absence of a mandated AGM, the Annual Report is to be:***

- ***endorsed by the School Council President in March of each year***
- ***endorsed by the DET Senior Educational Improvement Leader in March of each year***
- ***published on the School's website and made available to the community in April of each year.***

## *Tabling of Questions for School Council*

- Questions from those community members in attendance at the 2018 AGM will be minuted and addressed by School Council at the April meeting.
  - ***No questions raised.***