

2025 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 \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 12 March 2026 at 06:12 PM by Damien Kitch (Principal)

- This 2025 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 30 March 2026 by Damien Kitch (Principal)

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - how many Year 7 students remain at the school through to Year 10
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

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 explicit-direct 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).

As a community-minded school, extra-curricular learning continued to be expanded throughout 2025 and enriched through learning partnerships with: Victorian State Schools Sporting Programs; Victorian State Schools Spectacular; Robocup Australia; ISSF Aerobics; 3MDR 97.1FM; John Monash Science School; Groove Foundations Music Tuition.

In addition to these community partnerships, the school also offers a subject electives across Years Three-Six with students able to select community-based cross-curricular electives which extend beyond the

traditional classroom model. These electives alter each term, and are reflective of student voice and agency from terms prior; with the school also partnering with external expertise to deliver electives which reflect genuine student engagement.

2025 Student Enrolment and Demographic Profile:

In 2025, a total of 321 students were enrolled as of February census; 55% males and 45% females. As a Respectful Relationships and trauma-informed school, the school is protective of student privacy and does not provide data on self-described students (gender) as the total representation is less than 5% of the student body. The total enrolment distribution in 2025 was, Foundation- Year Two 52%, Year Three-Four 25%, Year Five-Six 23%.

The student population is drawn from Upwey and local suburbs, with the Department of Education (DE) applying an enrolment management plan for the school which capped Foundation enrolments moving forward at 66 students each year.

The school community are also supported by the State Schools Breakfast Program who in partnership with the Parents Association 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. Through changes within the current economic climate, demand for the OSHC Program has continued to grow; with the OSHC service being delivered by TheirCare (<https://theircare.com.au/>).

2025 Staffing Profile:

The 2025 staffing profile consisted of three principal-class members (1.0FTE Principal, 1.0FTE Assistant Principal Curriculum and Pedagogy, 1.0FTE Assistant Principal Wellbeing and Inclusion), 14.0FTE classroom teachers, two tutors, and six specialist teachers.

The 2025 classroom structure was complemented by each class engaging in specialist programs, constituting the delivery of: Visual Arts; Performing Arts; Health/ Physical Education; LOTE- Auslan; Science. The teaching staff were supported by eight Education Support staff comprised of four Integration Aides, one Business Manager, one Office Manager, one learning technologies technician, one grounds person.

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

Progress towards strategic goals, student outcomes and student engagement

Learning

Upwey South Primary School has a strongly established evidence-based Literacy Curriculum, with the school being selected as one of only ten schools Australia-wide to take part in a four-year (2021-2025) field research facilitated through MULTILit (<https://multilit.com/>) which is focussed upon improving Australian Literacy achievement data in the middle and upper years of primary school.

Building on the positive impacts upon student learning which came from the Literacy related field research, in 2025 the school was selected to join a five-year (2025-2029) active field research program focussed upon the application of learning science within the curriculum area of Mathematics. As one of only six schools selected nationally in the first year of the trial, this research is also facilitated through MULTILit with a staged rollout commencing in Foundation in 2025, extending through as this student cohort joins Year One in the following year.

The school's curriculum reflects the emphasis that the school places upon delivering instruction based upon the Guiding Principles.

In 2025, Upwey South Primary School continued to focus upon delivering evidence-based teaching, with a focus upon improving literacy and numeracy outcomes for students. The school invested in building the capacity of middle leaders through engaging with the Victorian Teaching and Learning Academy (VTAL), and was an active member school engaging with a region-wide three-year professional development plan for teaching staff to align with the Victorian Teaching and Learning Model 2.0 (VTLM 2.0). The school continues to focus upon wellbeing at the core of student learning, with a focus upon student engagement practices supported through a Multi-Tiered-System-of-Support (MTSS).

It should be noted that the school encouraged all students to take part in NAPLAN, inclusive of those with diagnosed specific learning disorders (SLDs), with the following results achieved in **2025**:

Year Three Reading

- 90% of students in 'exceeding' or 'strong' (state mean score 69%)
- school mean scale score of 446.3 (state mean scale score 416.5)

Year Five Reading

- 74% of students in 'exceeding' or 'strong' (state mean score 74%)
- school mean scale score of 477.2 (state mean scale score 499.3)

Year Three Writing

- 98% of students in 'exceeding' or 'strong' (state mean score 79%)
- school mean scale score of 457.8 (state mean scale score 420.1)

Year Five Writing

- 91% of students in 'exceeding' or 'strong' (state mean score 72%)
- school mean scale score of 500.9 (state mean scale score 489.4)

Year Three Spelling

- 83% of students in 'exceeding' or 'strong' (state mean score 63%)
- school mean scale score of 432.6 (state mean scale score 412.3)

Year Five Spelling

- 78% of students in 'exceeding' or 'strong' (state mean score 68%)
- school mean scale score of 502.2 (state mean scale score 489.7)

Year Three Grammar and Punctuation

- 78% of students in 'exceeding' or 'strong' (state mean score 57%)
- school mean scale score of 450.8 (state mean scale score 416.7)

Year Five Grammar and Punctuation

- 81% of students in 'exceeding' or 'strong' (state mean score 64%)
- school mean scale score of 503.2 (state mean scale score 501.8)

Year Three Numeracy

- 90% of students in 'exceeding' or 'strong' (state mean score 66%)
- school mean scale score of 441.2 (state mean scale score 416.3)

Year Five Numeracy

- 83% of students in 'exceeding' or 'strong' (state mean score 69%)
- school mean scale score of 487.3 (state mean scale score 498.7)

As per the guidelines for Annual Reports, to assure an appropriate level of privacy schools should not include data if the number of students in any category is less than five students or the equivalent percentage.

Hence, there is no 'needs additional support' data across any area of NAPLAN, as Upwey South Primary School has less than five students within this category.

Wellbeing

In 2025, the school continued to focus upon further building student voice and agency through School Wide Positive Behaviours for Learning (SWPBL) and the Berry Street Education Model (BSEM). This theme was explicitly taught through small-focus groups which included the use of the school counselling service, and through classroom discussions based upon the notion of 'student voice vs student choice' and 'group voice vs group noise'.

In 2025, Upwey South Primary School was once again recognised with a Gold Accreditation in School Wide Positive Behaviours. A highlight of the wellbeing curriculum is the school's focus upon fostering a 'place to belong' for all students, to provide students with a trusted advocate at school, and to focus upon high expectations for success.

The school continues to act as a mentor school to support local schools in the development of school-wide practices.

Within the 2025 Year Four-Year Six Attitudes to School Survey, the following indicators illustrated evidence of impact across these wellbeing focus areas:

- Teacher student relations [high expectations for success] 94% positive student endorsement
- Social engagement [sense of inclusion] 89% positive student endorsement
- School safety [advocate at school] 89% positive student endorsement

Within the 2025 Parent Opinion Survey, the following indicators were relevant for the 2025 wellbeing goals of the school:

- School safety [promoting positive behaviour] 94% positive parent endorsement
- School ethos and environment [school pride and confidence] 90% positive parent endorsement

Engagement

In 2025, a proportion of the student cohort continued to experience long-term absences; through planned family holidays or through isolation due to illness.

The following attendance data is relevant for the 2025 school year:

- 21% of students had >95% attendance (state mean 27%)
- 43% of students had between 90% and 95% attendance (state mean N/A)
- 28% of students had between 80% and 90% attendance (state mean N/A)
- 6% of students had between 70% and 80% attendance (state mean N/A)
- 3% of students had <70% attendance in 2024 (state mean N/A)

Financial performance

In 2025, the school finances and facilities continued to be managed effectively. The school finished 2025 in a credit surplus, with School Council cash reservations being utilised to undertake Stage One of the redevelopment of expanded playfields for students.

As a school within the Outer Eastern Region, the school received Disability Inclusion Tier 2 funding in 2025, which was utilised to increase tutoring sessions for students with the employment of a dedicated Foundation-Year Two tutor, and a dedicated Year Three-Year Six Tutor, with further funds utilised to secure the services of a 0.6FTE school counsellor.

Refer to the data tables within the Financial Performance and Position for further information.

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

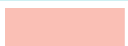

A total of 321 students were enrolled at this school in 2025, 143 female and 178 male. NDP had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

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**.

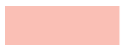
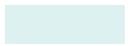

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	78.0%	
	State	82.0%	

School Staff Survey



The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	74.3%	
	Similar schools	77.7%	
	State	77.4%	

LEARNING





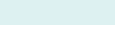




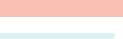


Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Prep - 6 % of students at or above age expected standards	School	90.7%	
Mathematics Prep - 6 % of students at or above age expected standards	School	92.7%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.





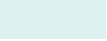

		2025	
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	90.2%	
	Similar schools	73.9%	
	State	69.5%	
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	74.2%	
	Similar schools	80.1%	
	State	73.9%	
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	90.5%	
	Similar schools	72.2%	
	State	66.2%	
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	83.3%	
	Similar schools	73.9%	
	State	69.1%	

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.


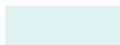
		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	40.0%	
	Similar schools	74.0%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	62.1%	
	Similar schools	70.1%	
	State	74.0%	

Draft

WELLBEING




Student Attitudes to School – Sense of Connectedness

The percentage 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).

		2025	
Years 4 to 6 % positive endorsement	School	68.1%	
	Similar schools	75.7%	
	State	77.1%	

Student Attitudes to School – Managing Bullying


The percentage 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).

		2025	
Years 4 to 6 % positive endorsement	School	66.3%	
	Similar schools	77.0%	
	State	76.4%	

ENGAGEMENT

Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

			2025
Real retention rate	State		68.8% 








Average absence days per student

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

			2025
Prep - 6	School		19.9
	Similar schools		20.4
	State		21.5
Year 7 - 12	State		30.2
Ungraded	Similar schools		NDA
	State		40.0

Attendance rate

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

			2025
Prep	School		91.1% 
Year 1	School		90.8% 
Year 2	School		91.1% 
Year 3	School		90.0% 
Year 4	School		89.0% 
Year 5	School		87.0% 
Year 6	School		88.8% 

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 10 March 2026.

Revenue	Actual
Student Resource Package	\$3,161,111
Government Provided DET Grants	\$661,744
Government Grants Commonwealth	\$16,991
Government Grants State	\$74,736
Revenue Other	\$37,378
Locally Raised Funds	\$329,746
Capital Grants	\$0
Total Operating Revenue	\$4,281,706

Equity	Actual
Equity (Social Disadvantage)	\$18,907
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$18,907

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$3,147,372
Adjustments	\$0
Books & Publications	\$324
Camps/Excursions/Activities	\$113,091
Communication Costs	\$14,275
Consumables	\$101,813
Miscellaneous Expenses ²	\$20,888
Agency Staff	\$162,538
Professional Development	\$4,980
Equipment/Maintenance/Hire	\$43,155
Property Services	\$269,194
Salaries & Allowances ³	\$101,648
Support Services	\$56,347

Expenditure	Actual
Trading & Fundraising	\$16,480
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,552
Utilities	\$45,163
Total Operating Expenditure	\$4,098,819
Net Operating Surplus/-Deficit	\$182,887
Asset Acquisitions	\$47,080

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

Draft

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$541,408
Official Account	\$29,070
Other Accounts	\$0
Total Funds Available	\$570,477

Financial Commitments	Actual
Operating Reserve	\$158,575
Other Recurrent Expenditure	\$3,889
Provision Accounts	\$0
Funds Received in Advance	\$17,345
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$36,350
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$90,000
Maintenance - Buildings/Grounds < 12 months	\$140,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$446,158

All funds received from the Department of Education, 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.