

2020 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 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 22 March 2021 at 05:23 PM by Damien Kitch (Principal)

The 2020 Annual Report to the school community:

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

Attested on 23 March 2021 at 02:30 PM by Todd Pryse (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

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

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

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

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.

In 2020, the demographic of the school continued to positively shift, with increasing enrolments in the Early Years (Foundation- Year Two) allowing the school to move to a twelve class model with the following structure: 2 x Foundation classes, 2 x Year One classes, 2 x Year Two classes, 3 x Year Three/Four classes, 3 x Year Five/Six classes. At the conclusion of 2020, the school's strong commitment to applying an evidence-based Literacy Curriculum was recognised, with the school being selected as one of only 10 schools Australia-wide to take part in a three-year research trail with Macquarie University (MaqLit) which is focussed upon improving Australian Literacy achievement data in the middle and upper years of primary school.

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 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, and School Wide Positive Behaviours for Learning.

Overview of the School's 2020 profile:

In 2020, a total of 241 students were enrolled at the school; 47% female and 53% male. The enrolment distribution was Foundation- Year Two 48%, and Year Three- Year Six 52%. 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 0.2477, with a state average of 0.4241. 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 takes into account 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 is minimal.

The 2020 staffing profile consisted of one principal-class member, thirteen classroom teachers (one class with a job-sharing arrangement), four specialist teachers; comprised of nine Range Two teachers, and seven Range One teachers. The teaching staff were supported by three Education Support staff; comprised of one Integration Aide, one Business Manager, and one Office Manager.

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 Dandenong Ranges Emergency Relief Service (DRERS) and the Upwey IGA, who provide a weekly breakfast and healthy food program for students.

The School Council also 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, extensive vegetable gardens, with easy access to playgrounds. Daily attendance at the OSHC Program for 2020 was impacted by Covid-19 and associated school closures.

The 2020 classroom structure was complemented by each class engaging in a specialist program, 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).

In 2020 the school successfully pivoted to deliver its curriculum through a structured Remote Learning Program, upon which many local schools modelled their rollout. As a community-minded school, extra-curricular learning throughout 2020 continued to be 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 Tuition (tuition lessons, Glee Club, public performances).

Framework for Improving Student Outcomes (FISO)

Since the establishment of a new school Leadership Team at the commencement of 2018, Upwey South Primary School has committed to undertaking considerable steps to focus upon continuous improvement across our school, which covers all three major pillars of a school community, being; students, staff, families and the wider community. This cycle of continuous improvement has been based upon Three Tiers of Sustainable School Improvement, being: Tier One- Structures to drive Behaviours; Tier Two- Behaviours to drive Practice; Tier Three- Practice to drive Culture.

In 2020 the school undertook Tier Two improvements, making considerable inroads into building staff capacity in the area of Literacy (systematic phonics), and hence improving student outcomes. With the impact of Remote Learning, Semester One professional learning was focussed upon building staff knowledge of trauma-informed practices, and was inclusive of working with educational professionals to build staff awareness of SLDs and how these can be catered for within the online environment. This professional learning ran parallel to a focus upon evidence-based teaching and learning, with the school continuing to rollout the Macquarie University (MaqLit) Suite of Literacy to support our tiered model of intervention. The systematic-phonics program in Foundation- Year Two (learning to be great readers) was complemented by a Reader's Workshop model in Year Three- Year Six (reading to be great learners) which incorporated the Steps to Success (SOLO Taxonomy). Semester Two professional learning in Literacy was led by a staff leadership team who undertook BASTOW Leading Literacy Courses in the preceding twelve months, and was further supported by the school partnering with the Differentiated Schools Support Initiative (DSSI).

The school also adopted the Berry Street Educational Model (Trauma-informed practice) to underpin the existing learning gains which have already been achieved through School-Wide Positive Behaviours for Learning (SWPBL). Through clear Learning Intentions and Success Criteria within lessons, the culture of the school is to value "maximising on-task learning behaviours", hence complementing gains in academic learning.

The above-mentioned combination, of a concerted focus upon both curriculum learning and social-emotional learning, is tracked and monitored through the school's Teaching and Learning Data Centre, which is a dedicated professional learning space providing both digital and hard-copy visual representations of learning gains for all students.

Throughout 2020 the staff continued to build their knowledge of evidence-based practice in Literacy. Through Remote Learning (RL) we saw staff applying blended learning to the curriculum area of Literacy, with high levels of engagement evident within the F-6 cohort throughout both rounds of RL. There has been an obvious shift in mindset amongst the Yr 3-6 teaching and learning team, with the strategic decision being made to drop SMART Spelling (following a twelve-month interim trail) in 2021 due to the lack of evidence behind the program. This was always an interim approach to support gains in spelling, however it is positive to see that through selection for the Macquarie University Literacy suite we are now engaging in a truly school-wide evidence-based approach to Literacy.

Achievement

Throughout 2020, the school's delivery of a structured Remote Learning (RL) Program continued to provide clear routine, structure, and rigour for students. This was achieved through a school-wide blended delivery across Google Classrooms and the Webex platform. Community confidence within the school continued to grow, with over 90% positive endorsements across the key indicators of the Parent Opinion Survey (2020 re: <https://newsletters.naavi.com/i/ZNWnV65/issue-15/page/1>).

In the absence of NAPLAN data to measure student achievement, the school continued to utilize Australian Council of Educational Research (ACER) Progressive Achievement Tests (PAT). PAT Reading results in Foundation showed clear evidence of impact for the InitialLit Program, with 53% of students achieving in the top four stanines when compared to standard nationwide cohort data from previous years of uninterrupted face-to-face teaching.

Across the Foundation-Year Six cohort, 93% of students achieved at or above the age-expected standard for Reading and Viewing, based upon teacher judgments at the end of Semester Two, 2020. Within Mathematics, across the Foundation- Year Six cohort 93.5% of students achieved at or above the age-expected standard in Number and Algebra, based upon teacher judgments at the end of Semester Two, 2020.

Engagement

Throughout Remote Learning (RL) the school continued to maintain and build upon SWPBL expectations, and developed RL Matrices. These matrices, supported with structured Learning Intentions and Success Criteria helped to provide the RL timetable with consistency, routine, and structure. In Term Four, 2020, upon the return to on-site learning there was a focus upon student welfare, voice and agency. There was increased activity from the Junior School Council with a number of community-minded initiatives being held in Term Four. There was also an increased level of engagement through student attendance (both on-site and during RL), with an average of only 7.58 days absent across the Foundation- Year Six cohort.

Data from the 2020 Staff Opinion Survey showed a strong commitment to increasing professional capacity, responding and pivoting to community input, and supporting our school's Guiding Principals. Two factors of importance from the Staff Opinion Survey were "Teachers in this school work collaboratively to plan and document the curriculum they teach; 100% positive endorsement." and "Staff view the success of all students as their shared responsibility; 98.1% positive endorsement".

Wellbeing

The school elected not to take part in the Attitudes to School Survey (ATSS) in 2020, due to having conducted localised workshop discussions with students which provided the opportunity to really unpack their experiences of Remote Learning.

Through localised school surveys, the school was able to pivot and respond throughout Remote Learning (RL) by seeking input from both families and students on an ongoing basis.

A localised survey, designed to shape future Remote Learning across the school, was sent to families in July 2020. This survey had a response rate of 106 out of 170 families. Common positive themes to come out of the July survey echoed a high level of professionalism evident in school communications, and a personalised level of responsive support offered by teachers.

Financial performance and position

Through strong financial management in 2019 and 2020, the school was able to deliver a surplus at the end of 2020 which meant that the school was able to make a financial contribution toward the statewide rollout of the Tutor Learning Initiative (TLI) scheduled for 2021.

The school made a number of significant investments in curriculum based resources to support the delivery of a systematic phonics program in Foundation- Year Two, and also progressively engaged in a number of health and safety works during the period of Remote Learning which would have otherwise been challenging to achieve with students on-site. 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 Information Technology devices which will be utilised over the coming years.

The school's Joint User Agreement with 3MDR 97.1FM also continued to inject funds into the school's budget. The small amount of Equity Funding received 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.

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 241 students were enrolled at this school in 2020, 114 female and 127 male.

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

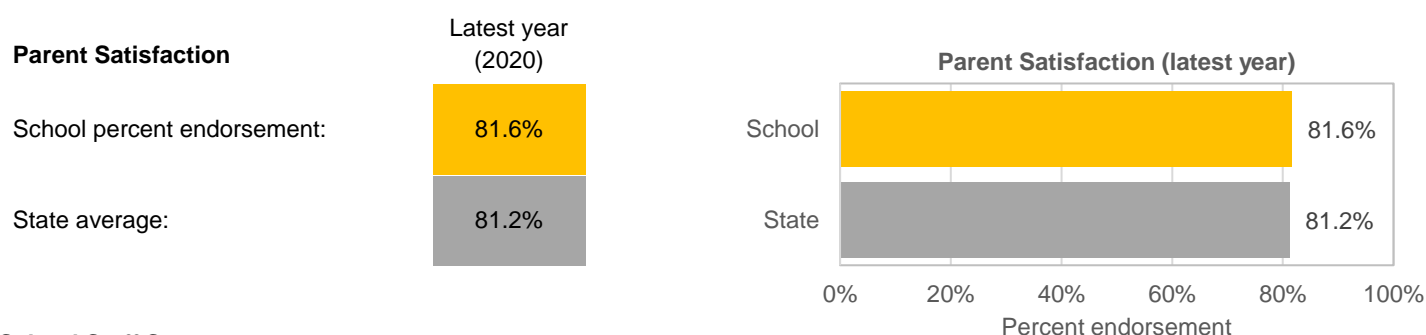
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

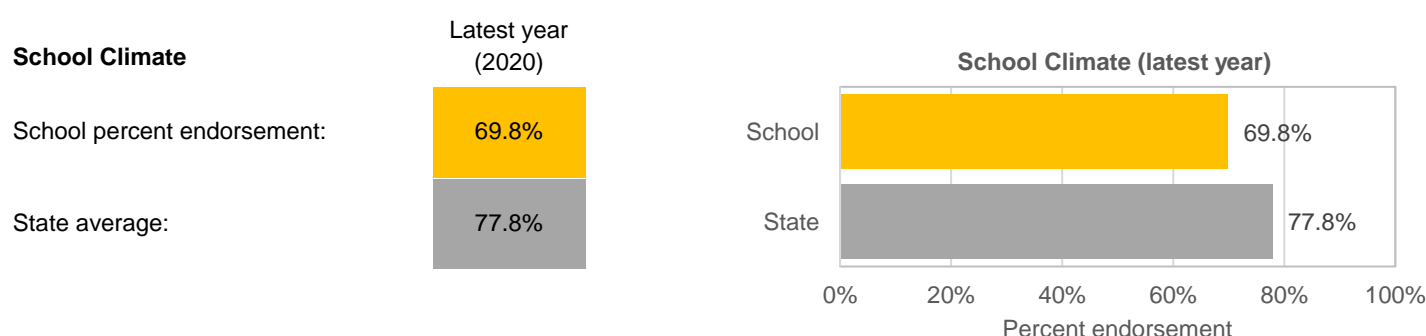


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

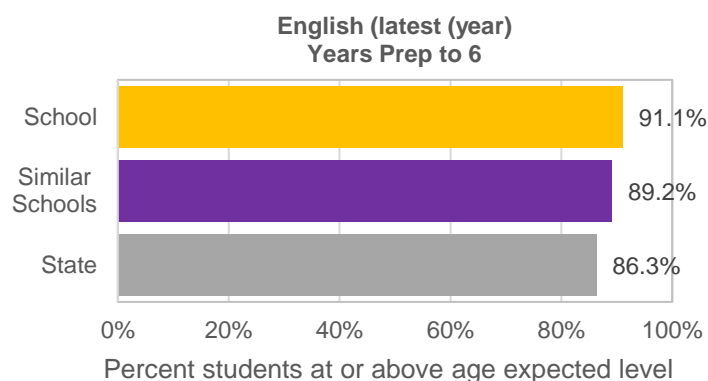
91.1%

Similar Schools average:

89.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

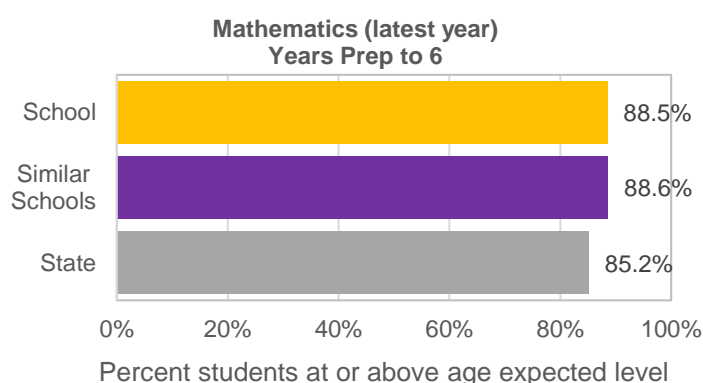
88.5%

Similar Schools average:

88.6%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

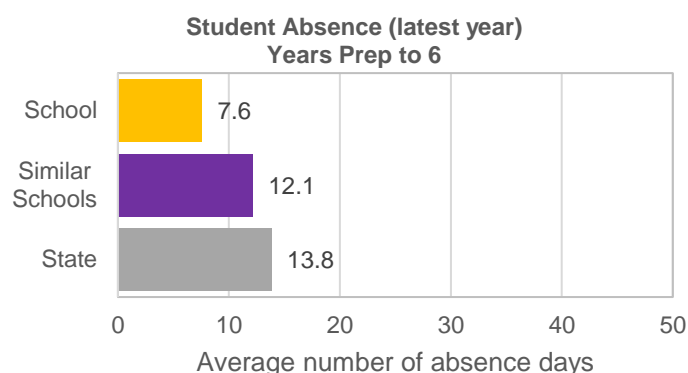
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	7.6	13.6
Similar Schools average:	12.1	14.9
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	97%	96%	96%	97%	96%	95%

WELLBEING

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

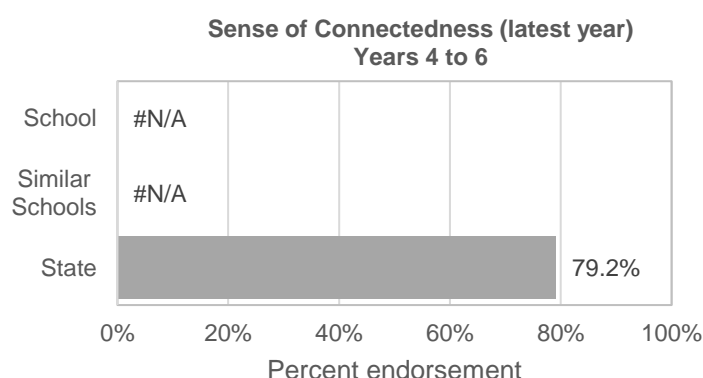
Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	71.9%
Similar Schools average:	NDP	79.7%
State average:	79.2%	81.0%



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

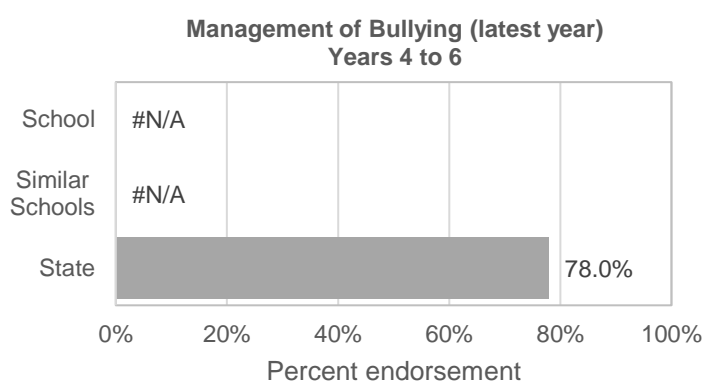
Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	69.2%
Similar Schools average:	NDP	81.0%
State average:	78.0%	80.4%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,904,837
Government Provided DET Grants	\$314,981
Government Grants Commonwealth	\$37,254
Government Grants State	\$0
Revenue Other	\$11,668
Locally Raised Funds	\$106,523
Capital Grants	NDA
Total Operating Revenue	\$2,375,262

Equity ¹	Actual
Equity (Social Disadvantage)	\$10,435
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$10,435

Expenditure	Actual
Student Resource Package ²	\$1,883,259
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$23,991
Communication Costs	\$5,461
Consumables	\$79,571
Miscellaneous Expense ³	\$14,152
Professional Development	\$2,802
Equipment/Maintenance/Hire	\$37,335
Property Services	\$146,713
Salaries & Allowances ⁴	\$23,610
Support Services	\$38,650
Trading & Fundraising	\$10,524
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$39,994
Total Operating Expenditure	\$2,306,062
Net Operating Surplus/-Deficit	\$69,200
Asset Acquisitions	\$11,500

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

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$260,129
Official Account	\$22,481
Other Accounts	NDA
Total Funds Available	\$282,610

Financial Commitments	Actual
Operating Reserve	\$48,342
Other Recurrent Expenditure	\$24,795
Provision Accounts	NDA
Funds Received in Advance	\$56,970
School Based Programs	\$35,527
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$11,500
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$138,818
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$330,952

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.