

2019 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 2019 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 20 March 2020 at 04:19 PM by Damien Kitch (Principal)

The 2019 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 22 June 2020 at 10:32 AM by Peta Cartwright (School Council President)

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.

Demand for the school in 2020 has continued to grow, with the school adding a twelfth class for 2020, 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.

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 2019 profile:

In 2019, a total of 251 students were enrolled at the school; 47% female and 53% male. The student population is drawn from Upwey and local suburbs, with many families travelling from surrounding areas to attend the school. The School's SFOE Index was 0.2616, with a state average of 0.4306. In the state of Victoria, a school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) is a demographic rating from 0.0 to 1.0; which takes into account parents' occupations 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

The 2019 staffing profile consisted of one principal-class member, eleven classroom teachers, four specialist teachers; comprised of eight 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, 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 have a contract with Extend (<https://extend.com.au/>) to deliver an Out of School Hours Care (OSHC) Program, which includes before and after-school care, and a school holiday 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 and chicken coop. Daily attendance at the OSHC Program for 2019 ranged between 18-30 students per session.

The 2019 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 addition to the 2019 class specialist program, the school actively engaged students in a variety of on-site extra-curricular programs to enrich their learning, some of which were: Math Olympiad, ICAS Assessments in Science, English, Mathematics and Technology, Perceptual Motor Program (PMP) for Foundation students; after-school yoga classes; before-school running/fitness club; advanced Volleyball program for senior students; swimming and athletics programs; media arts, inclusive of green-screening and radio production; school choirs; a sequential robotics program. As a community-minded school, extra-curricular learning was 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); Gifted Insights (gifted learners enrichment program); Groove Foundations Music Tuition (tuition lessons, Glee Club, public performances).

At the commencement of 2019, Upwey South Primary School invested heavily in the teaching and learning of an evidence-based approach to Literacy; adopting the Macquarie University Suite of Tiered Intervention (MaqLit) in Foundation- Year Two classrooms. This is complemented at Year Three- Year Six through a Reader's and Writer's Workshop model, based upon the Steps to Success (SOLO Taxonomy).

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 2019 the school undertook Tier Two improvements, making considerable inroads into building staff capacity, and hence improving student outcomes. Semester One professional learning was focussed upon building staff knowledge of Specific Learning Disorders (SLD), and was inclusive of working with educational professionals to build staff awareness of SLDs which are recognised within the Diagnostic and Statistical Manual of Mental Disorders 5ed (DSM-5). This professional learning ran parallel to a focus upon evidence-based teaching and learning, with the school adopting 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.

Achievement

In 2019 teaching and learning was driven by data and evidence-based practice. The school Leadership Team developed a professional learning schedule for staff based upon Professional Learning Communities (PLC) training which was undertaken in the second-half of 2018. The school utilises triangulated data sources to measure student learning outcomes, inclusive of Australian Council of Educational Research (ACER) Performance Achievement Tests (PAT) Reading and Mathematics, Essential Assessments Mathematics, and localised data sets.

Whilst this triangulated data helps to drive daily teaching and learning practice, the statewide measure of NAPLAN is a suitable reference point on which to make comment of Upwey South Primary School's gains in 2019.

The following NAPLAN Relative Growth achievements were notable in 2019 (relative growth refers to the improvement of a child from Year Three through to Year Five, when compared to the growth of students across the state):

- Reading: 35% high growth (similar schools 27%- state average 25%)
- Writing: 19% high growth (similar schools 25%- state average 25%)
- Spelling: 35% high growth (similar schools 21%- state average 24%)
- Grammar and Punctuation: 31% high growth (similar schools 23%- state average 25%)
- Numeracy: 36% high growth (similar schools 23%- state average 25%)

Through the use and application of meaningful data sets, staff were able to confidently make teacher judgement of students "at or above age expected level" in 2019:

- Reading and Viewing: 95% (similar schools 91%- state average 90%)
- Speaking and Listening: 95% (similar schools 95%- state average 94%)
- Writing: 93% (similar schools 93%- state average 86%)
- Measurement and Geometry: 95% (similar schools 93%- state average 90%)
- Number and Algebra: 92% (similar schools 91%- state average 89%)
- Statistics and Probability: 95% (similar schools 93%- state average 90%)

In 2020 the school has a concerted effort on continuing gains in Mathematics and Literacy, through increasing academic rigour, teacher fidelity, and the delivery of evidence-based teaching.

Engagement

In 2019 the school focussed upon building staff capacity and understanding of the evidence-based linkages between social-emotional learning and traditional academic learning. School staff undertook the first two modules of the Berry Street Educational Model (BSEM), with two more modules to be undertaken in Term Two of 2020.

Members of the Leadership Team also undertook professional learning of functional behavioural analysis (FBA). Through this professional learning, the delivery of teaching and learning programs focussed upon the three SWPBL core areas of:

- 1) Consistency- in routine and structure
- 2) Predictability- of adult responses
- 3) Positive Reinforcement- of desirable learning behaviours

In 2019, the following absence was recorded:

30+ days of absence: 9% of students
20-29.5 days of absence: 15% of students
10-19.5 days of absence: 44% of students
0.5-9.5 days of absence: 32% of students

The above attendance data can be summarised against state data as follows:

20 or more days absent (Foundation- Year Six) 24% (similar schools 26%- state average 27%)

A number of the above absences were through long-term school approved family holidays, during which Individualized Education Plans (IEPs) were provided to students.

Wellbeing

The 2019 Parent Opinion Survey continued to show improvement, with a high level of parent involvement across the school being an observable feature of the positive learning culture which is valued at Upwey South Primary School.

In the Parent Opinion Survey, 89% of respondents answered favourably that the school "promotes positive behaviours" (state average 89%). 88% of respondents stated favourably that the school "respects diversity" (state average 90%). 76% of respondents answered favourably that they feel confident and have meaningful opportunities to become involved in the school (state average: 83%).

At the end of 2019, the school also held a number of parent sessions for newly enrolled Foundation families, providing them with much needed information for a successful start to 2020. These sessions were complemented by the school arranging for community information sessions on relevant topics of well-being, such as cybersafety. As the educational direction and rigour of the school's curriculum has increased in recent years, in 2020 the school will focus upon helping to build parent understanding of evidence-based practice which is driving teaching and learning across the classrooms.

Financial performance and position

Through strong financial management in 2018 and 2019, and a supportive school community who engages actively in fundraising, the school was able to deliver a surplus for 2020. 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 engaged in the offering of a number of extra-curricular partnership within the community. The school also undertook a number of facility improvements across classrooms, to improve the daily learning environment for students. The school's Joint User Agreement with 3MDR 97.1FM also continued to inject funds into the school's budget. Government funding 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 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

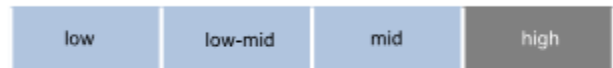
Enrolment Profile

A total of 251 students were enrolled at this school in 2019, 118 female and 133 male.

ND were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

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



School Staff Survey

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



Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Results: English</p> <p>Results: Mathematics</p>	<p>Key: Similar School Comparison Above Similar Below</p> <p>Above </p> <p>Similar </p>

Performance Summary




Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 3</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>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Key: Similar School Comparison: Above Similar Below</p> <p>Below </p> <p>Below </p>
<p>NAPLAN Year 5</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>Below </p>

Performance Summary

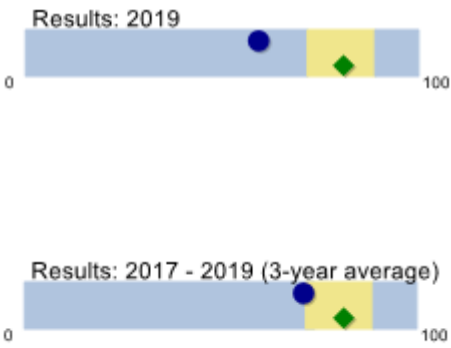

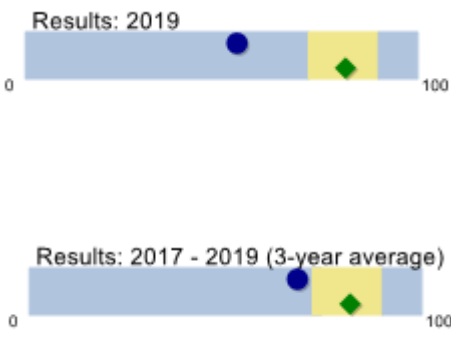

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: Similar School Comparison: Above Similar Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p>Similar </p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" data-bbox="542 963 1021 1064"> <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>93 %</td> <td>91 %</td> <td>94 %</td> <td>93 %</td> <td>91 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	91 %	94 %	93 %	91 %	88 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	91 %	94 %	93 %	91 %	88 %										

Performance Summary

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</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>Below </p>
<p>Students Attitudes to School - Management of Bullying</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>Below </p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,134,040	High Yield Investment Account	\$205,763
Government Provided DET Grants	\$303,632	Official Account	\$21,212
Government Grants Commonwealth	\$13,295	Other Accounts	\$0
Government Grants State	\$764	Total Funds Available	\$226,974
Revenue Other	\$11,556		
Locally Raised Funds	\$187,185		
Total Operating Revenue	\$2,650,472		
Equity¹			
Equity (Social Disadvantage)	\$11,759		
Equity Total	\$11,759		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,062,785	Operating Reserve	\$70,897
Books & Publications	\$25,626	Other Recurrent Expenditure	\$4,855
Communication Costs	\$5,014	Funds Received in Advance	\$59,392
Consumables	\$52,886	School Based Programs	\$15,500
Miscellaneous Expense ³	\$182,724	Funds for Committees/Shared Arrangements	\$17,611
Professional Development	\$30,222	Asset/Equipment Replacement < 12 months	\$37,153
Property and Equipment Services	\$86,042	Maintenance - Buildings/Grounds < 12 months	\$27,080
Salaries & Allowances ⁴	\$22,078	Total Financial Commitments	\$232,489
Trading & Fundraising	\$34,138		
Utilities	\$41,255		
Total Operating Expenditure	\$2,542,772		
Net Operating Surplus/-Deficit	\$107,700		
Asset Acquisitions	\$15,729		

(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 26 February 2020 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.

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

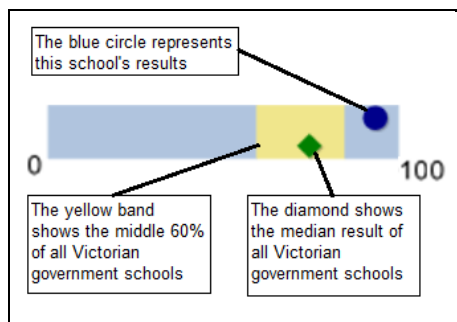
Engagement

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

Wellbeing

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

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

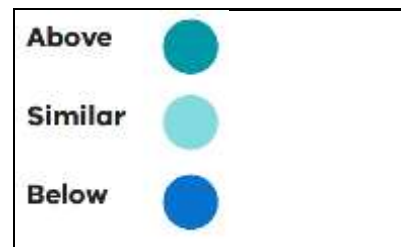


What does *School Comparison* refer to?

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

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

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

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

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').