

# 2023 Annual Report to the School Community

School Name: Upper Ferntree Gully Primary School (3926)



- 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 22 March 2024 at 10:53 AM by Tabitha OBrien (Principal)

- This 2023 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 offline by School Council President and processed by Sophie Hoffman (SPOT Admin) on 19 June 2024 at 09:32 AM

# How to read the Annual Report

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## 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.

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

The Performance Summary includes the following:

### School Profile

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

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

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

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').

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### Updates to the '*Performance Summary*' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

#### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

#### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

### Our Vision

To be an engaging and inclusive learning community where students are confident, creative, curious and lifelong learners.

### Our Values

**Respect:** We respect ourselves by valuing who we are and doing our personal best. We respect others by treating them fairly and in the way we would like to be treated. We respect our community by being inclusive/friendly to others and taking care of our environment.

**Integrity:** We are honest with each other. We are accountable for the decisions we make. We own up to our mistakes.

**Resilience:** We accept feedback and use it for improvement. We bounce back when things just don't seem to be going right. We make an effort to make things right again.

**Teamwork:** We make sure that we contribute. We make sure that we encourage and give others the opportunity to contribute. We work together to achieve the best we possibly can.

Upper Ferntree Gully Primary School is a school where the community supports one another. Together staff, parents and students are committed to providing a learning community that ensures all students have the best opportunities to reach their potential. We pride ourselves on getting to know our students as individuals to assist them to develop in their learning and their wellbeing. The school had an enrolment of 69 students in 2023. The trend in the area indicates that a decline in enrolment may continue taking into consideration that the local kinder is no longer operating.

The school has the equivalent of 4.831 full time teaching staff, 1 Principal Class staff and 6.212 Education Support Staff. The school has a commitment to Literacy and Numeracy and improving student outcomes is its highest priority. All curriculum planning, implementation and assessment is based on the Victorian Curriculum. English and Mathematics continue to be the highest priorities for resourcing and professional development. The school has developed a Student Engagement and Wellbeing Policy that strongly aligns with the school values. Extra-curricular activities in The Arts and Physical Education provide opportunities for students to pursue their interests and expand on the core curriculum.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

We are committed to students achieving in all areas of school life with a strong focus on Literacy and Numeracy. We continue to focus on Numeracy and have worked with our small school network to look at our approaches to Numeracy. We have continued great success with the Talk For Writing approach to writing at all year levels. We incorporate both a phonics approach and Literacy inquiry approach through Talk for Reading. The Talk for Reading and Writing approaches have led to successful outcomes in our Literacy results. This is evidenced in our school learning outcomes for literacy which are well above similar schools and the state. Our students independent learning goals ensure that they are achieving in areas that are right for them and extending on their current understandings in all learning areas. The aim of our Inquiry learning approach is to provide the opportunity for students to solve problems, research and develop deep understandings.

### Wellbeing

Student wellbeing continues to be a focus. If students are not feeling safe learning can often be difficult. In 2023 the school strengthened the positive learning environment for all students through School Wide Positive Behaviour Support approach and promotion of our school values. We actively monitor students wellbeing and offered time and support to assist with their wellbeing. Classroom learning programs are developed to assist students with their wellbeing and their connections within the school. The Attitudes to School Survey showed consistently positive responses from students about their time at school. Students form strong friendships and connections with each other and our management of bullying is extremely effective. Our management of bullying is very much about being proactive and supporting students to solve problems as they occur. Individual learning goals are also

developed to include wellbeing. We continue to expand on our School Wide Positive Behaviour Approach to meet the varying needs of our students. Students participated in the Phoenix Soar program in 3 to 6 to encourage a team focus and positive sense of self.

## Engagement

Upper Ferntree Gully Primary School continues to work with families to ensure students are at school and learning. A small amount of students have been challenged to engage and attend school. The school has supported these families and students through the development of structures and support plans. Necessary supports are put in place to assist with identifying challenges and overcoming barriers to attendance. Student engagement at school was very high and their connection to teachers and students was also very positive. This was reflected in our results of our Attitudes to School Survey. Attendance plans involved staff consistently staying in touch with families and following up on student absences in a timely manner to offer support. Strategies that support attendance were also implemented into the school and classroom environment. Student activities offered at school also support the attendance and engagement of students.

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## Other highlights from the school year

As a small school we value being able to provide every opportunity for our students that can be offered in a larger school. There were several highlights in 2023 that gave our students the opportunity to enjoy more experiences in the wider community. At school our student leadership is a highlight. Our students have the opportunity to be involved in Junior School Council, to be House Captains and School Captains. Students do a fantastic job of running Monday school assemblies from start to finish. The Enviro Club offers students the opportunity to be involved in promoting Sustainability around the school. In 2023 students in year 3 to 6 had the opportunity to be a part of the Victorian State School Spectacular. This provided the opportunity to learn dance and perform at an arena in the city as well as be a part of the television broadcast. This was a definite highlight for many students. Our school camps offered an experience of the beach and city and the year 2 students have a library sleepover to begin their camping experiences. Our grade 5/6 construction of a Gaga pit, during their health unit to encourage physical activity, was a definite highlight for the whole school.

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## Financial performance

The year ended with significant staff changes and Education Support Staff. Grants were expended with new shade sails over learning spaces and new functional doors and windows to improve airflow in the multipurpose room. Equity funding continued to support student learning for those identified. The Tutor Learning Initiative funding allowed for extra support for students. The major decision to begin our own OSH was made and a grant was obtained that will support this in the coming years. Funds were expended to support student learning and maintain safe environments including the Bushfire Preparedness Grant to ensure grounds are clean of debris and maintained regularly.

**For more detailed information regarding our school please visit our website at**  
**[www.uppergullyps.vic.edu.au](http://www.uppergullyps.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 69 students were enrolled at this school in 2023, 23 female and 46 male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

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

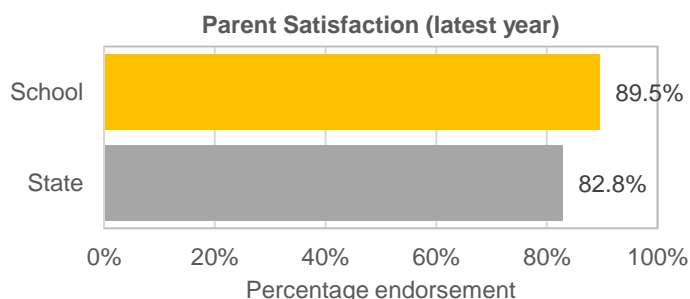
This school's SFOE band value is: Low - Medium

### 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.

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	89.5%
State average (primary schools):	82.8%



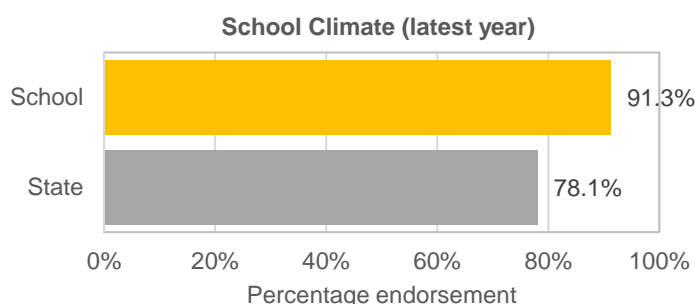
### School Staff Survey

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.

School Climate	Latest year (2023)
School percentage endorsement:	91.3%
State average (primary schools):	78.1%



## LEARNING

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

### Teacher Judgement of student achievement against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

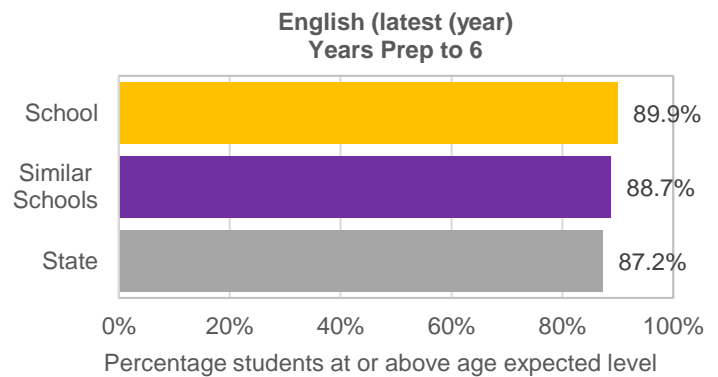
89.9%

Similar Schools average:

88.7%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

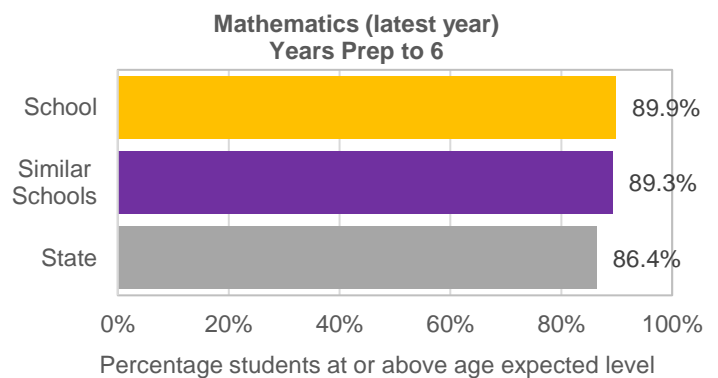
89.9%

Similar Schools average:

89.3%

State average:

86.4%



## LEARNING (continued)

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

### NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

87.5%

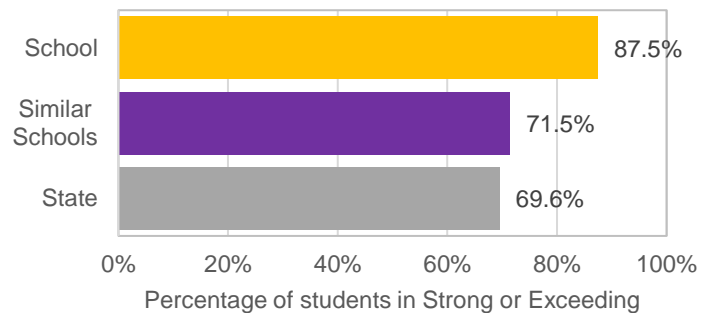
Similar Schools average:

71.5%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

88.9%

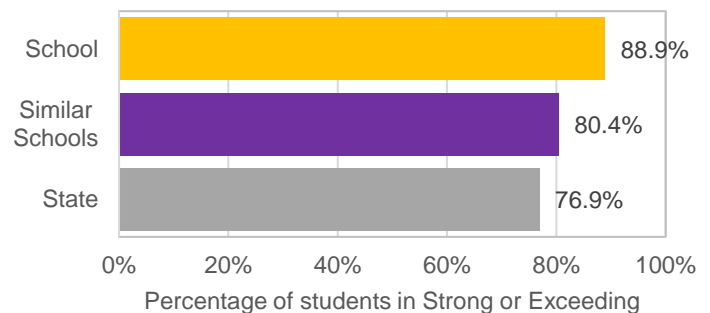
Similar Schools average:

80.4%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

75.0%

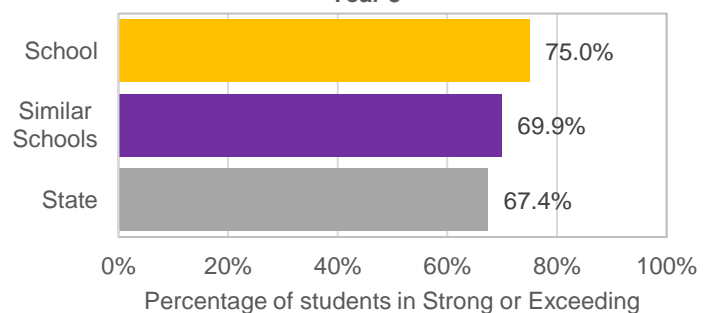
Similar Schools average:

69.9%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

77.8%

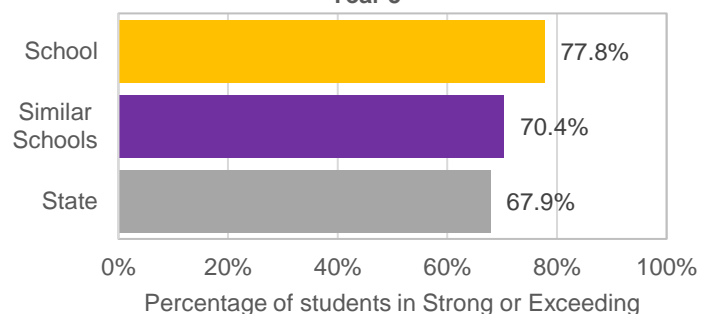
Similar Schools average:

70.4%

State average:

67.9%

#### NAPLAN Numeracy (latest year) Year 5





## LEARNING (continued)

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

### NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 3

Latest year  
(2022)

School percentage of students  
in the top three bands:

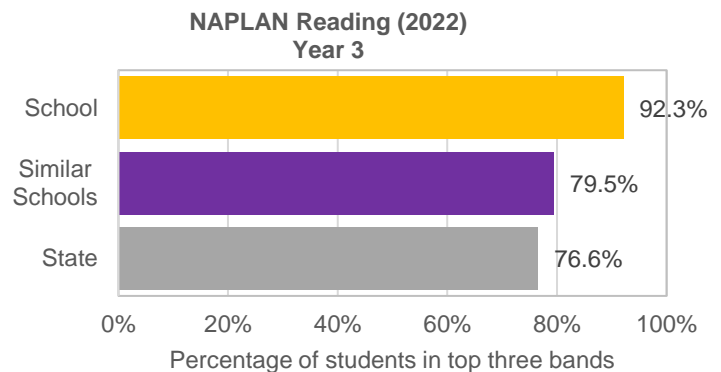
92.3%

Similar Schools average:

79.5%

State average:

76.6%



#### Reading Year 5

Latest year  
(2022)

School percentage of students  
in the top three bands:

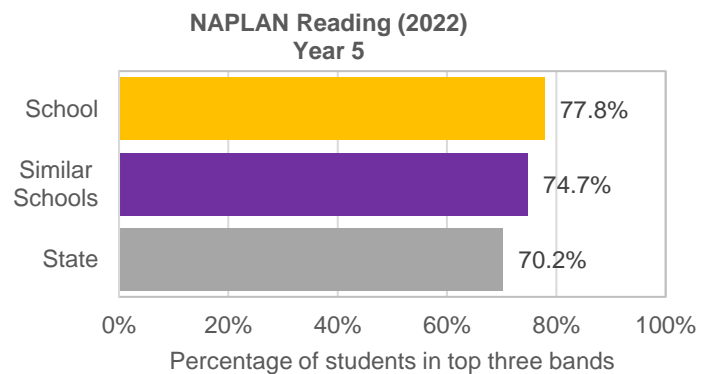
77.8%

Similar Schools average:

74.7%

State average:

70.2%



#### Numeracy Year 3

Latest year  
(2022)

School percentage of students  
in the top three bands:

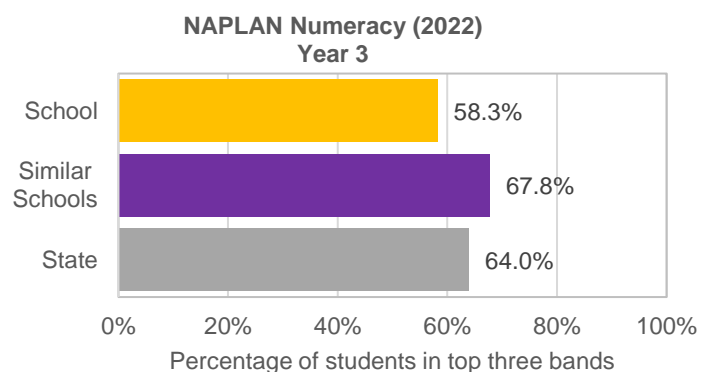
58.3%

Similar Schools average:

67.8%

State average:

64.0%



#### Numeracy Year 5

Latest year  
(2022)

School percentage of students  
in the top three bands:

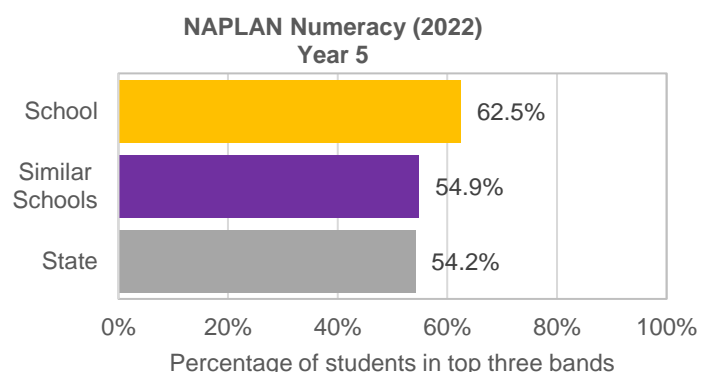
62.5%

Similar Schools average:

54.9%

State average:

54.2%



## WELLBEING

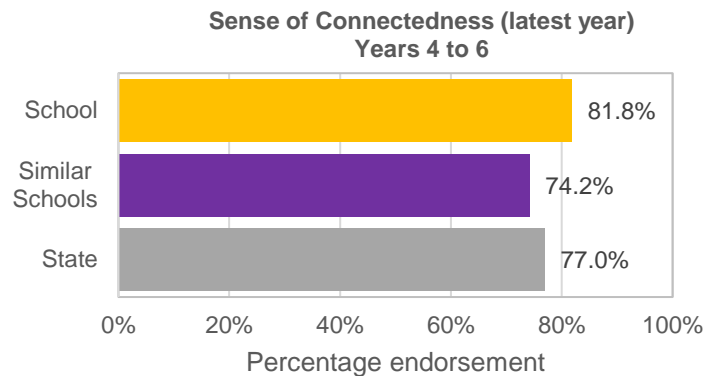
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The 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).

#### Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	81.8%	63.7%
Similar Schools average:	74.2%	76.0%
State average:	77.0%	78.5%

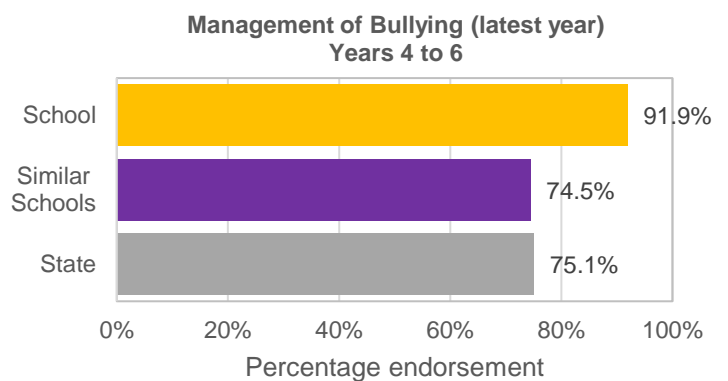


### Student Attitudes to School – Management of Bullying

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).

#### Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	91.9%	69.8%
Similar Schools average:	74.5%	76.7%
State average:	75.1%	76.9%



## ENGAGEMENT

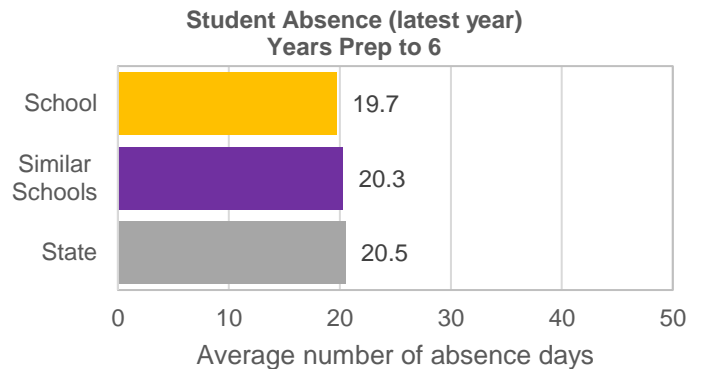
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	19.7	13.2
Similar Schools average:	20.3	17.9
State average:	20.5	18.1



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	NDP	90%	92%	89%	93%	87%	88%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$932,328
Government Provided DET Grants	\$302,843
Government Grants Commonwealth	\$16,702
Government Grants State	\$0
Revenue Other	\$10,272
Locally Raised Funds	\$55,736
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,317,879</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$10,843
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$10,843</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$974,636
Adjustments	\$0
Books & Publications	\$2,097
Camps/Excursions/Activities	\$35,003
Communication Costs	\$2,936
Consumables	\$22,972
Miscellaneous Expense <sup>3</sup>	\$5,437
Professional Development	\$8,285
Equipment/Maintenance/Hire	\$20,351
Property Services	\$73,477
Salaries & Allowances <sup>4</sup>	\$38,228
Support Services	\$103,481
Trading & Fundraising	\$11,366
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$12,603
<b>Total Operating Expenditure</b>	<b>\$1,310,872</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$7,007</b>
<b>Asset Acquisitions</b>	<b>\$16,875</b>

- (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 17 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$103,642
Official Account	\$24,044
Other Accounts	\$5,785
<b>Total Funds Available</b>	<b>\$133,471</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$44,793
Other Recurrent Expenditure	\$8,148
Provision Accounts	\$0
Funds Received in Advance	\$7,438
School Based Programs	\$8,086
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$3,420
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$71,885</b>

*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.*