

2025 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 21 February 2026 at 12:40 AM by Tabitha OBrien (Principal)

- As executive officer of the school council, I attest that 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 08 March 2026 at 09:43 PM by Tabitha OBrien (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
 - 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

Upper Ferntree Gully Primary School is a small government primary school located in the foothills of the Dandenong Ranges in Upper Ferntree Gully. Our natural bush setting provides a calm and welcoming environment where students feel safe, connected and ready to learn.

Our vision is that every student has a place to thrive. We are committed to creating a school where all children feel safe, valued and included, and where diversity is respected and celebrated. Our core values centre on respect, teamwork, resilience and integrity. These values guide our teaching, our relationships and our decision-making, and are embedded in daily classroom practice and whole-school events.

The school has a small enrolment of 85 students, which allows us to know our students and families well. Our staffing profile includes a dedicated team of 5 classroom teachers, specialist teachers 2, education support staff (18) and school leaders who work collaboratively to meet the learning and wellbeing needs of every student. Our size enables strong relationships between staff, students and families, and supports a personalised approach to learning.

A significant proportion of our students require additional adjustments to support their learning, wellbeing and engagement. As a result, inclusive practice is central to our school culture. We prioritise differentiated teaching, targeted intervention and strong partnerships with families and external specialists to ensure students receive the support they need to succeed.

Our community values connection and collaboration. We work closely with families and local organisations to provide rich learning opportunities, promote student voice and strengthen engagement. Upper Ferntree Gully Primary School is proud to be a nurturing, inclusive and community-focused school where every child is known, supported and encouraged to achieve their personal best.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Upper Ferntree Gully Primary School continued to make strong progress towards the goals outlined in our School Strategic Plan and Annual Implementation Plan, with a clear focus on improving student learning growth in English and Mathematics. Our improvement work centred on strengthening consistent instructional practices, building staff capability, and embedding a more rigorous approach to the use of data.

A key highlight was the continued implementation of our whole-school instructional model, with a strong emphasis on explicit teaching, clear learning intentions and success criteria, and structured lesson design. Teachers worked collaboratively in Professional Learning Teams to plan, analyse

student work and moderate assessments against the Victorian Curriculum. This improved consistency of teacher judgement and ensured learning tasks were appropriately differentiated to meet students' needs.

A major literacy focus was the continued refining of the Talk for Writing and Talk for Reading approaches across the school. These approaches have strengthened both creativity and structure in literacy learning. Through imitation, innovation and independent application, students developed a deeper understanding of text structures, vocabulary and author craft. Talk for Reading supported comprehension through structured discussion, vocabulary development and close analysis of high-quality texts. This balance of creativity and clear structure enabled students to build confidence as writers and readers while improving their technical accuracy and depth of understanding.

We also strengthened our systematic use of assessment data. Teachers regularly analysed formative and summative data, including teacher judgement and standardised assessments, to identify students requiring additional support or extension. Targeted small-group intervention programs were implemented across year levels, contributing to improved learning growth, particularly for students requiring additional adjustments.

In numeracy, we prioritised explicit teaching of problem-solving strategies and fluency, supported by hands-on learning experiences and targeted intervention. School-based data showed steady growth across year levels, with an increasing proportion of students achieving at or above expected standards.

Together, these approaches have strengthened learning outcomes and ensured all students are supported to achieve meaningful progress.

Wellbeing

In 2025, Upper Ferntree Gully Primary School continued to prioritise student wellbeing as a key pillar of our School Strategic Plan. Our work focused on strengthening inclusive practices, building student self-regulation skills, and improving students' sense of connectedness and safety at school.

A key highlight was our targeted response to Attitudes to School Survey (ATOSS) data. Analysis of ATOSS results informed our Annual Implementation Plan actions, particularly in the areas of self-regulation and goal setting, sense of connectedness, and student voice and agency. Throughout the year, staff explicitly taught self-regulation strategies through Zones of Regulation and incorporated goal-setting routines into classroom practice. As a result, school-based data and student feedback indicated improved student confidence in managing emotions and understanding learning goals.

Another significant focus was strengthening our tiered wellbeing framework. We refined our whole-school approach to School Wide Positive Behaviour Support, ensuring expectations were clear, consistent and explicitly taught. Students were supported through structured classroom routines, social skills programs including Friendology, Social Stencil and Respectful Relationships, and targeted small-group interventions. For students requiring additional adjustments, individual support plans were developed in partnership with families and allied health professionals. These approaches contributed to improved engagement and reduced behavioural incidents supporting a safer and more connected school environment.

Student voice continued to be strengthened through leadership opportunities and regular classroom discussions that encouraged students to share their perspectives on learning and school life. Feedback from ATOSS showed positive movement in areas relating to teacher concern and advocacy, reflecting the strong relationships between staff and students.

We also prioritised building a strong culture of inclusion and safety, aligned with Child Safe Standards and wellbeing best practice. Staff professional learning focused on trauma-informed practice and inclusive adjustments around Pathological Demand Avoidance (PDA), ASD, Trauma informed practice as well as supporting diverse learners, this focus on professional learning and staff collaboration ensured students felt understood and supported.

Overall, our wellbeing initiatives have strengthened students' sense of belonging, improved emotional regulation skills, and supported a positive, safe and inclusive learning environment for all members of our school community.

Engagement

In 2025, Upper Ferntree Gully Primary School maintained a strong focus on student engagement, recognising it as a key enabler of both learning and wellbeing under FISO 2.0. Our work centred on improving attendance, strengthening student voice and agency, and ensuring students felt connected to school.

Student attendance data was closely monitored throughout the year. While the majority of students attended regularly, we continued to see attendance impacted for some students due to complex health, wellbeing and developmental needs. A significant proportion of our cohort requires additional adjustments, and this can influence attendance patterns. In response, we implemented proactive attendance monitoring processes, early intervention communication with families, and individual attendance support plans where required. Regular follow-up, flexible supports and strong home-school partnerships contributed to improved attendance rates for a number of students across the year.

A key highlight was the strengthening of student voice and leadership opportunities. Students were actively involved in leadership roles, school improvement discussions and classroom decision-making processes. Structured goal-setting routines and regular student reflection supported greater ownership of learning. Feedback from student surveys indicated that many students feel their teachers listen to them and care about their progress, reinforcing a strong sense of connection.

We also prioritised engagement through a broad range of extracurricular and enrichment opportunities, including sporting events, arts programs, environmental learning experiences and whole-school community activities. These experiences enhanced school pride, teamwork and participation, particularly for students who may find traditional classroom settings challenging.

Our continued emphasis on inclusive practice, clear routines and positive behaviour supports has contributed to a calm and orderly learning environment. By strengthening relationships, monitoring attendance closely and providing meaningful opportunities for participation, we have supported improved engagement and ensured students feel connected, valued and motivated to attend and participate fully in school life.

Other highlights from the school year

2025 was a vibrant and community-focused year at Upper Ferntree Gully Primary School, marked by a number of memorable whole-school experiences that strengthened connection and belonging.

A standout highlight was our whole-school Christmas Concert, which achieved record attendance from families and community members. The event showcased the talents, confidence and teamwork of our students and celebrated the strong partnerships between home and school. Every student was provided with an opportunity to participate, reflecting our commitment to inclusion and ensuring all students experienced success on stage.

Harmony Day was another significant celebration, with families actively involved in the afternoon family challenges from the egg and spoon race to ball challenges, the evening included many gold silver and bronze medals for all!. Our school community came together to recognise and celebrate cultural diversity, respect and inclusion. A particular highlight was our Family Trivia Challenge, which brought students and families together in a fun and engaging way. The event created by students strengthened relationships, encouraged teamwork across generations and reinforced our shared values of kindness and belonging.

Finishing off the year with our whole-school excursion on the iconic Puffing Billy Railway provided students with a unique opportunity together as a school to explore our local environment, while building connections across year levels.

These collective experiences reflect our strong community culture and our commitment to creating a welcoming, inclusive school where families are valued partners in their child's education.

Financial performance

At the conclusion of 2025, Upper Ferntree Gully Primary School remained in a stable financial position, with funds managed to support our School Strategic Plan priorities. The school maintained a balanced budget, with expenditure aligned to improving student learning, wellbeing and inclusive practice.

The majority of funding was received through the Student Resource Package, supplemented by equity funding to support students requiring additional adjustments. The school also accessed targeted initiatives funding and specific grants to strengthen literacy and numeracy programs and support wellbeing initiatives. Fundraising activities and community events provided additional resources to enhance student learning experiences and contribute to minor facility and resource improvements.

During the year, School Council entered into routine contracts and service agreements to support maintenance, grounds management, and specialist programs. The School run Out of Hours School Care was supported through the Small School grants program. There were no significant extraordinary expenditure items beyond planned investments in staffing and targeted intervention supports.

Overall, the school's financial management processes ensured resources were allocated strategically and transparently to best support student outcomes and community priorities.

**For more detailed information regarding our school please visit our website at
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 79 students were enrolled at this school in 2025, 33 female and 46 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 - 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.

2025			
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	97.5%	
	Similar schools	84.9%	
	State	82.0%	

School Staff Survey

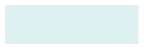
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

2025			
% positive endorsement School Climate (School Staff Survey)	School	86.2%	
	Similar schools	83.1%	
	State	77.4%	

LEARNING

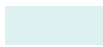
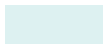
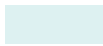
Teacher Judgement of student achievement against the Victorian Curriculum

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	91.6%	
	Similar schools	85.8%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	85.2%	
	Similar schools	87.2%	
	State	84.2%	

NAPLAN

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

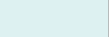
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	53.8%		70.0%
	Similar schools	68.4%		66.1%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	70.0%		78.1%
	Similar schools	71.2%		73.9%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	69.2%		66.7%
	Similar schools	69.3%		67.7%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	70.0%		78.1%
	Similar schools	70.5%		68.4%
	State	69.1%		68.1%

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	100.0%	
	Similar schools	71.1%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	83.3%	
	Similar schools	73.6%	
	State	74.0%	

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		4-year average
Years 4 to 6 % positive endorsement	School	86.8%		82.4%
	Similar schools	82.1%		80.2%
	State	77.1%		77.3%

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		4-year average
Years 4 to 6 % positive endorsement	School	87.6%		88.3%
	Similar schools	82.3%		81.7%
	State	76.4%		75.8%

ENGAGEMENT

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	4-year average
Prep - 6	School	24.5	20.9
	Similar schools	22.7	22.9
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	92.2%	
Year 1	School	84.4%	
Year 2	School	85.0%	
Year 3	School	86.5%	
Year 4	School	89.6%	
Year 5	School	84.4%	
Year 6	School	87.7%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$1,422,051
Government Provided DET Grants	\$187,840
Government Grants Commonwealth	\$32,481
Government Grants State	\$0
Revenue Other	\$5,699
Locally Raised Funds	\$73,195
Capital Grants	\$0
Total Operating Revenue	\$1,721,266

Equity	Actual
Equity (Social Disadvantage)	\$9,525
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$9,525

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

Expenditure	Actual
Student Resource Package ¹	\$1,637,991
Adjustments	\$0
Books & Publications	\$1,895
Camps/Excursions/Activities	\$48,213
Communication Costs	\$2,374
Consumables	\$61,923
Miscellaneous Expenses ²	\$3,468
Agency Staff	\$21,039
Professional Development	\$14,850
Equipment/Maintenance/Hire	\$57,410
Property Services	\$54,607
Salaries & Allowances ³	\$1,005
Support Services	\$36,824

Expenditure	Actual
Trading & Fundraising	\$4,610
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$209
Utilities	\$18,560
Total Operating Expenditure	\$1,964,979
Net Operating Surplus/-Deficit	(\$243,713)
Asset Acquisitions	\$0

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.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$356
Official Account	\$8,984
Other Accounts	\$89
Total Funds Available	\$9,430

Financial Commitments	Actual
Operating Reserve	\$54,498
Other Recurrent Expenditure	\$13,892
Provision Accounts	\$0
Funds Received in Advance	\$2,415
School Based Programs	\$0
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$70,804

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.