

2020 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 (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 17 March 2021 at 06:47 PM by Tabitha OBrien (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 24 March 2021 at 02:38 PM by Malcolm Pocock (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

Upper Ferntree Gully Primary School provides a safe and supportive learning community promoting the school values of respect, resilience, teamwork and integrity. The school is committed to providing students with the highest quality education through the recognition of individual learning needs, effective communication, team work, continuous improvement and the development of a sense of belonging and connectedness. The core purpose of Upper Ferntree Gully Primary School is student learning and it is the shared vision of all associated with the school that students will learn to the best of their abilities to develop skills which will enable them to be confident, creative and curious lifelong learners. The School Wide Positive Behaviour Approach is supporting students to take responsibility for their own learning and behaviour.

Upper Ferntree Gully Primary School opened in 1916 and is located in the foothills of the Dandenong Ranges. The school's enrolment of 107 is drawn from the local community.

The school has the equivalent of 8 full time teaching staff, 1 Principal Class staff and 9 Education Support Staff. The school has a commitment to Literacy and Numeracy and improving student learning growth is its highest priority. All curriculum planning, implementation and assessment is based on the Victorian Curriculum. English and Mathematics as well as Student Wellbeing 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. Specialist learning programs in The Arts, Japanese, Science and Physical Education provide opportunities for students to pursue their interests and expand on the core curriculum. The commitment of the community at Upper Ferntree Gully is demonstrated through parent participation in classroom programs, fundraising and more formally through the School Council and Parent and Friends Association. Upper Ferntree Gully Primary School offers a successful school run Before and After Out of Hours School program.

Framework for Improving Student Outcomes (FISO)

Excellence in teaching and learning- Building practice excellence

Building Practice Excellence has been a focus for the school. Involvement in the Professional Learning Communities Initiative through the Department of Education has improved the focus of the use of assessment and data to track student learning. There has been a focus on the development of Mathematics units that support higher engagement and achievement of students with a focus on student growth in learning. Numeracy has been a focus working with the Boutique Schools Network - a network of 6 small schools in the local area with consultants delivering professional learning and teachers engaging in Professional Learning Communities across the schools in their year level groups. Remote learning in 2020 was successful as the teachers modified the curriculum delivery to ensure that students maintained regular contact with classroom teachers. Students who required extra support were able to have support staff check in with them. Our existing Digital platform SeeSaw was utilised to share learning activities with students and for assessment record purposes.

Achievement

During remote learning teachers and students adapted and developed new ways of learning and teaching. Teachers were able to utilise many online resources for content-delivery and assessment and were able to use this data to continue to support the learning of all students. Targeted supports were put in place for students that needed extra support at home. We plan to continue to look at ways that we can engage student sin their learning using the knowledge we have from remote learning in 2020. The community, teachers and students worked together to support students in continuing their learning despite the challenges of remote learning. The teachers willingness to adapt to feedback and continually reflect ensured that students continued to maintain contact and learning.

Engagement

In 2020, Upper Ferntree Gully Primary School continued to work with families to ensure students were at school and learning during onsite instruction. The school continued to send emails messages to parents, requesting them to notify

the school of any absences and made phone calls after extended periods of absences. We work closely with families who are at risk of disengagement through extended or cumulative absences. Our attendance during remote learning was similar to the attendance while onsite. To support student engagement to onsite learning we looked at what had been successful and how we could continue to use that to engage students in the classroom. Student engagement with learning was high as they were all very positive about returning to school and being in the school environment. Teachers continued to be flexible with learning programs to support students to re-engage.

Wellbeing

Student wellbeing continues to be a focus. If students are not feeling safe learning can often be difficult. In 2020 the school continued to promote a positive learning environment for all students through School Wide Positive Behaviour Support approach and promotion of our school values. During remote learning students were offered extra online sessions to connect with classmates and teachers. On returning to school we actively monitored students wellbeing and offered time and support to assist with their wellbeing. Classroom learning programs were revised to assist students with their wellbeing and their connections within the school. The Attitudes to School Survey was not completed due to students not being onsite during that period. We continue to expand on our School Wide Positive Behaviour Approach to meet the varying needs of our students.

Financial performance and position

Limited spending during 2020 meant that we finished the year with a higher cash flow than usual. Equity funding was used to support targetted students and Professional Learning Community Link funding was used to support the initiative in the school. Out of School Hours Care continued to be viable because of Government Grants that supported it financially on return to school. Grants also supported the school ensuring it was up to date with necessary Bushfire At Risk preparations. Finances were quite different due to the Lockdown period and the limited amount of spending for students onsite. Much of the budget is committed to programs and initiatives to support the school environemnt and teaching and learning program.

For more detailed information regarding our school please visit our website at
<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.

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 108 students were enrolled at this school in 2020, 35 female and 73 male.

NDP 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.

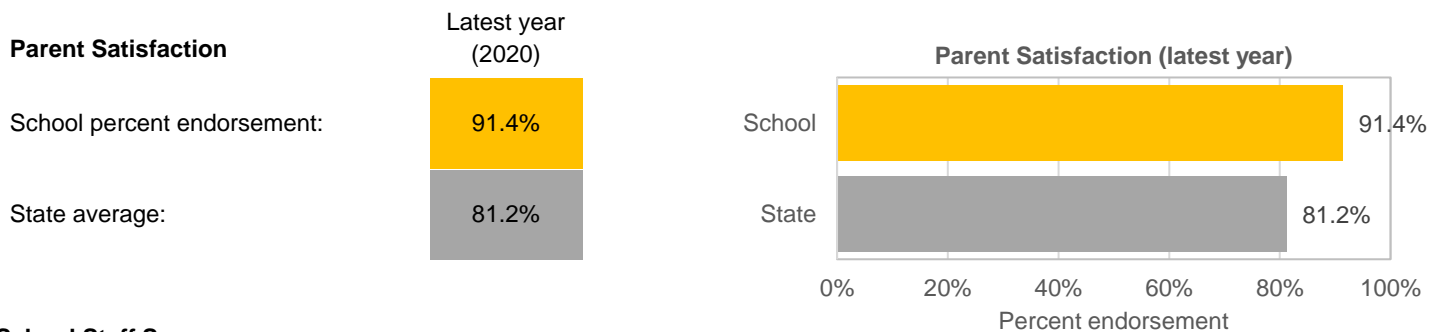
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

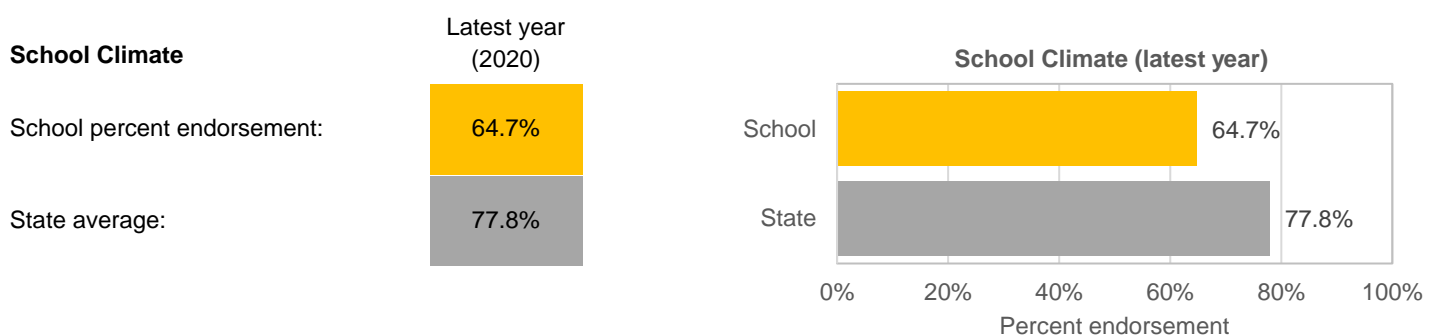


School Staff Survey

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:

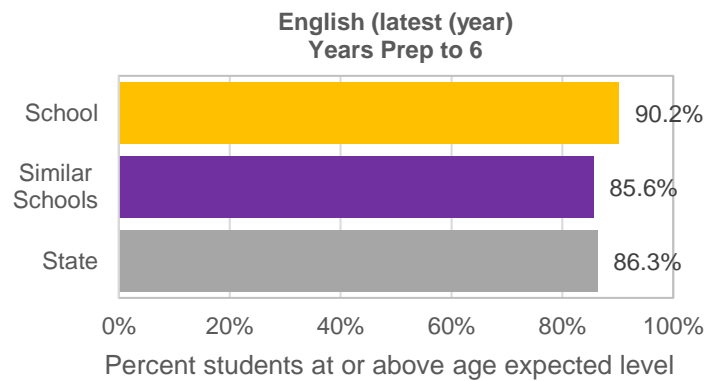
90.2%

Similar Schools average:

85.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

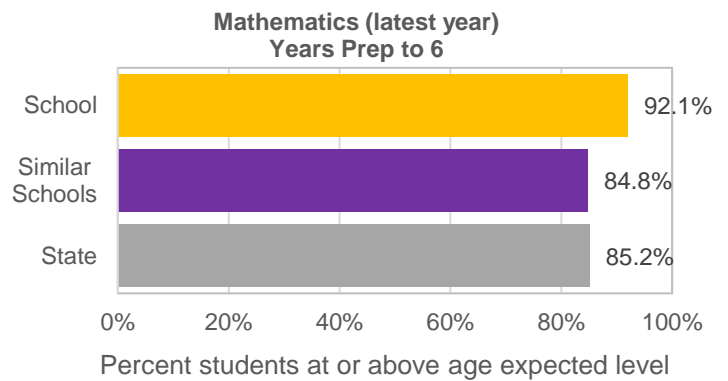
92.1%

Similar Schools average:

84.8%

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

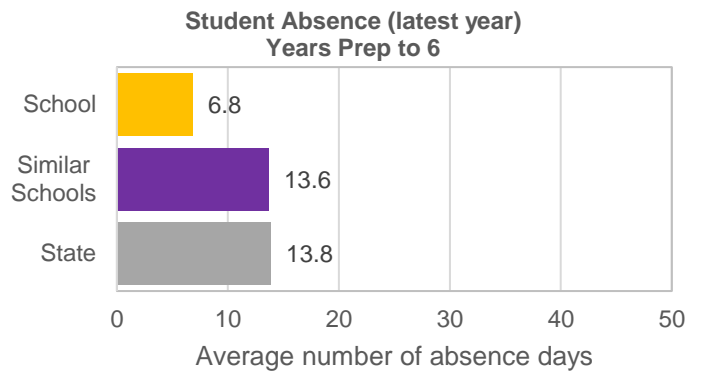
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	6.8	13.3
Similar Schools average:	13.6	15.2
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):	99%	96%	97%	97%	96%	96%	97%

WELLBEING

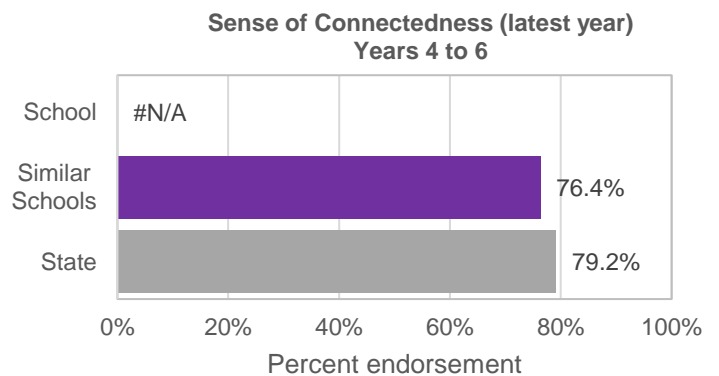
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	75.8%
Similar Schools average:	76.4%	78.7%
State average:	79.2%	81.0%



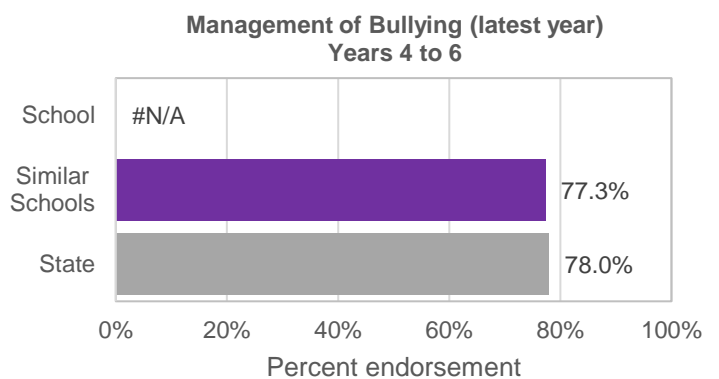
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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	76.4%
Similar Schools average:	77.3%	80.1%
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	\$1,088,833
Government Provided DET Grants	\$172,209
Government Grants Commonwealth	\$38,151
Government Grants State	NDA
Revenue Other	\$5,994
Locally Raised Funds	\$33,529
Capital Grants	NDA
Total Operating Revenue	\$1,338,717

Equity ¹	Actual
Equity (Social Disadvantage)	\$25,052
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$25,052

Expenditure	Actual
Student Resource Package ²	\$1,116,674
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$4,110
Communication Costs	\$3,204
Consumables	\$34,539
Miscellaneous Expense ³	\$2,222
Professional Development	\$6,903
Equipment/Maintenance/Hire	\$36,085
Property Services	\$50,705
Salaries & Allowances ⁴	\$69,795
Support Services	\$18,765
Trading & Fundraising	\$8,999
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$18,660
Total Operating Expenditure	\$1,370,663
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	\$0

- (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	\$29,259
Official Account	\$11,171
Other Accounts	\$230
Total Funds Available	\$40,661

Financial Commitments	Actual
Operating Reserve	\$35,055
Other Recurrent Expenditure	\$2,835
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$37,890

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.