

# 2024 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 26 March 2025 at 05:57 PM by Tabitha OBrien (Principal)

- As executive officer of the school council, I attest that this 2024 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 28 March 2025 at 09:25 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
- 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').

## Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### 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 2024. 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 4.616 full time teaching staff, 1 Principal Class staff and 7.88 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. STEM (Science, Technology, Engineering, Maths) is a strong program with Lego Robotics, 3D printing and coding as well as hands on experiments and Engineering.

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

### Learning

At our school, we are dedicated to ensuring that students achieve success across all areas of school life, with a strong emphasis on **Literacy** and **Numeracy** to build their confidence and prepare them their next steps in the future.

We continue to refine our **Numeracy** approaches, collaborating with our small school network to identify and implement strategies that meet the diverse needs of our students. In **Literacy**, our **Talk for Writing** approach enables students to become independent readers and writers for various audiences and purposes. By internalising language structures through "talking the text" and "acting it out," students progress from dependence to independence, writing creatively and confidently.

**Literacy** incorporates both a **phonics approach** using **Little Learners Love Literacy** and a **Literacy inquiry approach** through **Talk for Reading**. These methods have led to exceptional literacy outcomes, with our results consistently exceeding those of similar schools and the state. Talk for Reading deepens students' understanding of books, while phonics provides the research driven approach to decoding and reading text. Together, they enhance reading comprehension and foster a love for literature.

We regularly assess **Literacy** and **Numeracy** to identify areas for improvement and set personalised learning goals for each student. These assessments help plan classroom learning as well as targeted support or extension curriculum. Intervention is facilitated and resourced by the **Tutor Learning Initiative**, to ensure all students progress according to their individual needs.

Our **Inquiry approach** encourages students to solve problems, conduct research, and develop deep, creative understandings in the areas of History, Geography, Civics and Citizenship. This fosters curiosity and critical thinking. To ensure that our approaches to teaching and approaches are current and effective for student success in all areas, our teaching staff and education support staff engage in ongoing professional development.

### Wellbeing

Upper Ferntree Gully Primary School is committed to supporting every student's overall development and creating a positive, inclusive school environment where students feel safe and valued. All staff actively role model respect, fun, and engagement, fostering a positive school culture where all students are supported to succeed. Our school commits to understanding the challenges that students face as individuals and working together to support growth and learning. This inclusive, individualised environment is a key highlight of the school.

Our school has put a lot of time, resources and effort into creating a nurturing and inclusive environment for all its students, with a strong emphasis on wellbeing and social-emotional learning. The development of a consistent whole school approach to wellbeing and social and emotional learning has led to improved outcomes for relationships and connectedness. The

integration of **School Wide Positive Behaviour Support**, along with explicit teaching of school values, provides a strong foundation for a positive learning culture. **Zones of Regulation** support students to identify emotions, understand tools that help regulate and use those tools in different environments. Each day our students check-in to class with their zone, supporting teachers and students to resolve any issues that may arise or celebrate important happenings in their life. Relationships are key across the community. **Resilience, Rights and Respectful Relationships** explicitly defines the importance of being a respectful person in all aspects of students' lives.

The proactive approach to managing bullying and the whole school approach of **'Friendology'** to help students navigate social challenges is a research driven and effective way to give students the tools they need to develop healthy relationships and resolve conflicts. This program is part of the Department's Mental Health and Wellbeing Menu providing a selection of programs that meet the varying needs of schools. Our school identified a common need for all students to develop the language to not only resolve conflict but to also develop a positive and confident approach to forming and maintaining relationships.

**'Let's Talk'** fosters safety and wellbeing by instilling character strengths of courage to challenge social stigma and encourage people to talk, compassion to care for self and others by lending an ear and support and commitment to empower people, organisations and communities to have a voice and be heard. It provided the curriculum for our students to develop language and understanding of the importance of their own wellbeing, to be seen, heard and valued, it supported year 4 to 6 students to develop confidence as peer 'Let's Talk' buddies in the playground supporting students to solve their problems.

The involvement of parents, professionals, and students through **Student Support Groups (SSG)** is a priority to ensure that each student's needs are met in a personalised and collaborative manner. The positive feedback from the Attitudes to School Survey also shows that all of these efforts are having a significant impact on students' school experiences and their sense of connectedness. By incorporating wellbeing into individual learning goals, students are not only focusing on academic achievement but also on personal growth, emotional development, and healthy relationships. Parents, students and staff collaborate to ensure that all members of the community are supported and that wellbeing is positive for all.

## Engagement

Upper Ferntree Gully Primary School works closely with families to ensure students attend and engage in school. For students facing challenges with attendance, the school has developed support plans and resources to identify and address barriers. The school maintains strong communication with families, offering timely support for absences. Teachers and Leaders explicitly focus on engaging with families of high absenteeism to refer for supports and collaborate to support the student to attend school.

Strategies to support attendance and create a positive school environment are integrated into both the school and classroom settings. Students who need support and assistance are able to learn in a variety of ways to feel success at school and support their positive engagements in school. Activities offered at the school further encourage student participation and engagement. Students have many opportunities to develop their interests and talents at school. Our Science, Technology, Engineering and Math (STEM) specialist program is highly engaging with construction, design, robotics, coding and competitions. High ability students have the opportunity

to participate in extended learning through organisations such as Quantum, Ecolink and the CSIRO.

Lunchtime activities such as craft, library, choir and drama support students to have alternatives to purely academic learning. With opportunities to present at assemblies and special events student voice guides our programs and learning. High levels of student engagement and positive connections with teachers and peers are reflected in the Attitudes to School Survey results.

Referral pathways to allied health professionals and other community organisations support families who may be experiencing challenges with school engagement. Utilising a variety of resources provides families with the confidence to approach the school and be supported to work through any concerns.

## Other highlights from the school year

At Upper Ferntree Gully Primary School, we believe in providing every opportunity for our students, just like larger schools do, while keeping the close-knit community feel that makes us special.

**Leadership opportunities:** Our students had the chance to take on leadership roles through Junior School Council, House Captains, and School Captains. They excelled in running school assemblies from start to finish, showcasing their responsibility and initiative. Leaders take a role at community events and local celebrations representing our school and community. Our students also took part in promoting sustainability with the Enviro Club, leading important efforts around the school to create a greener, more eco-friendly environment. Once again the I Sea, I Care ambassadors enjoyed a dolphin experience and workshops to help promote the health of our oceans and protect sea-life.

**Camping and excursions:** From our 5/6 bush experience at Woorabinda and the 3/4 farm camp at Gundiwindi to the Year 2 Library Sleepover marking their first try of school camps, our students embraced adventure, nature, and teamwork. These experiences help them grow both personally and as part of our school community, giving students lasting memories of their time at primary school. Our whole school excursions are a highlight with a trip to Scienceworks to support our whole school inquiry.

**School Production:** A major highlight for our school, staff, students, and parents in 2024 was our whole-school production, 'Brick to the Future', performed at the Burrinja Theatre. All year levels had the opportunity to be part of this incredible performance, showcasing their acting and dancing skills in front of a live audience. It was a thrilling experience for all.

**Celebrations:** We ended the year with the excitement of our school fundraiser 'Colour Fun' families and students had a fabulous time with slip and slides, colour fun and obstacle courses. This provided the funds for us to purchase four 3-D printers for our STEM program. The end of year celebrations were also a great way for the whole school to have a bit of fun and enjoy the celebration of another successful year of new experiences, fun and learning.

## Financial performance

At our small school, we maximise all available resources to enhance student learning and wellbeing. Key initiatives include:

- **Out of School Hours Care:** Grants enabled the continuation of our After School Care program, providing essential support for families.
- **Equity Funding:** Supporting resources at school for identified students.
- **Tutor Learning Initiative:** Extra support given to students through targeted tutoring, ensuring personalised learning.
- **Excellence Funding:** High-ability students received dedicated support to foster their growth and development.
- **Health & Wellbeing:** Funds were allocated to support student health and wellbeing.
- **Bushfire Preparedness:** The Bushfire Preparedness Grant helps maintain safe grounds by ensuring regular upkeep and debris removal, as well as maintenance to grounds to ensure best practice in the event of a fire..
- **Fundraising:** Community efforts funded new sporting equipment and 3D printers for STEM activities, directly benefiting student engagement and learning opportunities.

School Council supports the use of resources to provide a well-rounded, safe, and supportive educational environment and experience for all students.

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 2024, 24 female and 45 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).

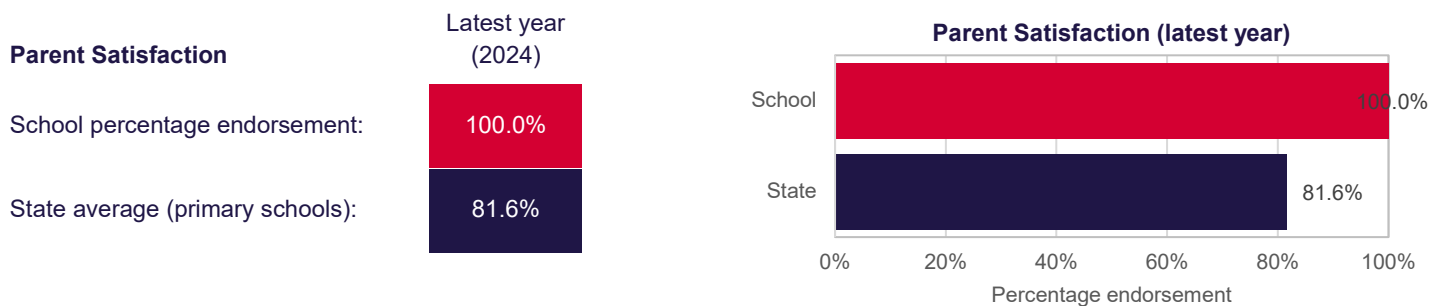
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

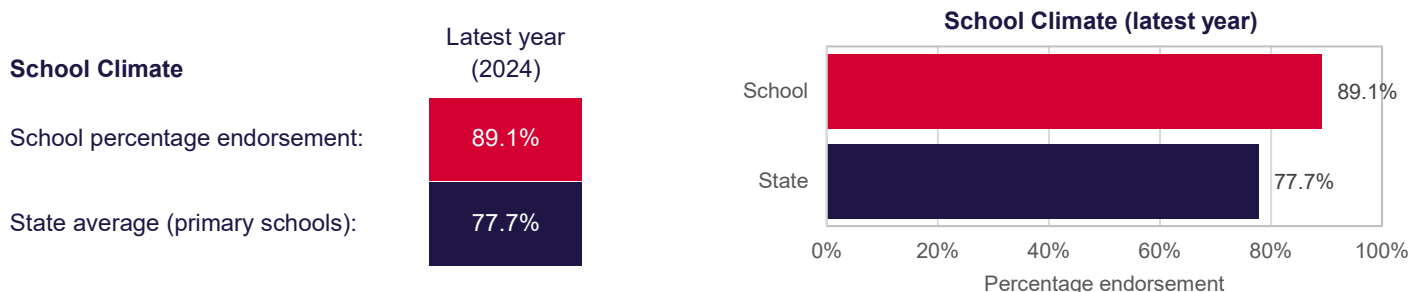


## School Staff Survey

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.

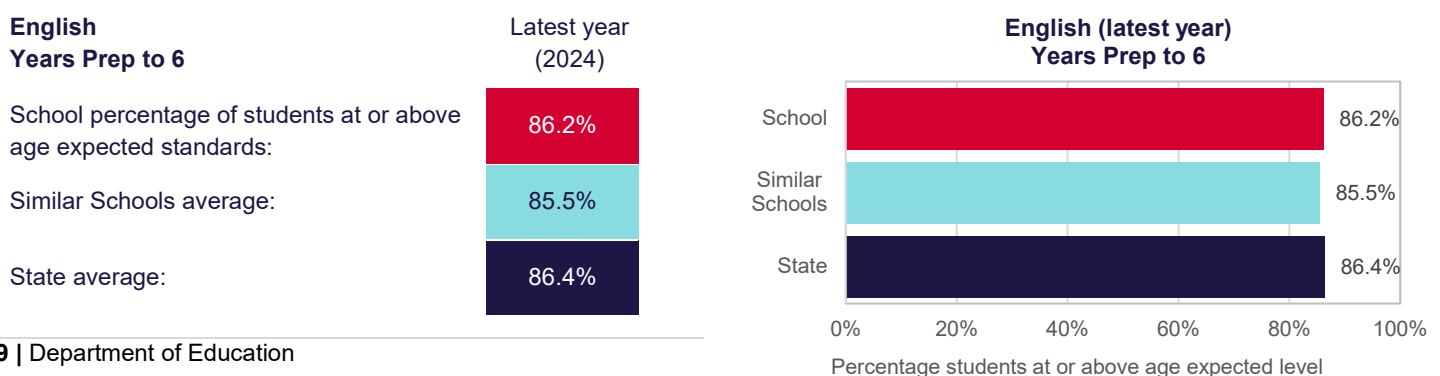


## LEARNING

**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.



Mathematics  
Years Prep to 6

School percentage of students at or above  
age expected standards:

Latest year  
(2024)

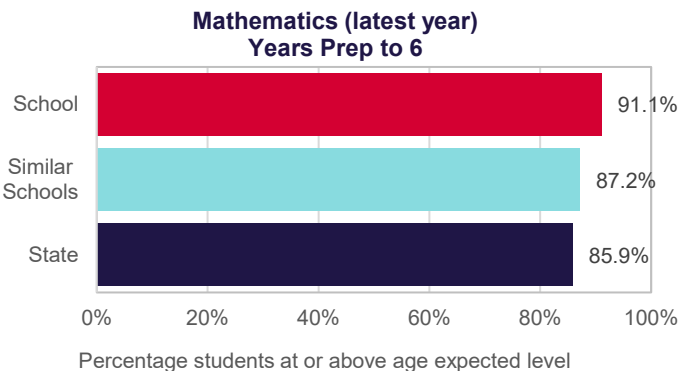
91.1%

Similar Schools average:

87.2%

State average:

85.9%



## 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.

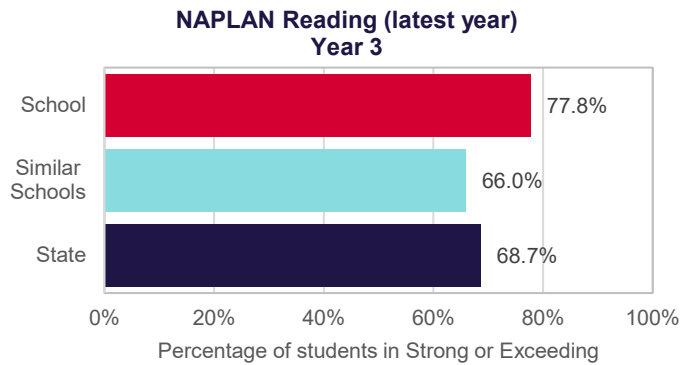
### NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

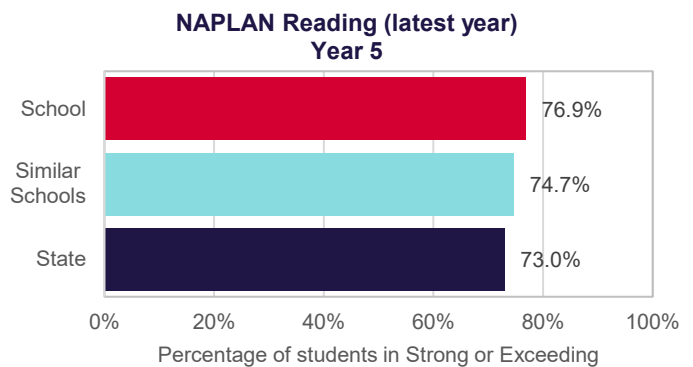
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.8%	82.4%
Similar Schools average:	66.0%	64.9%
State average:	68.7%	69.2%



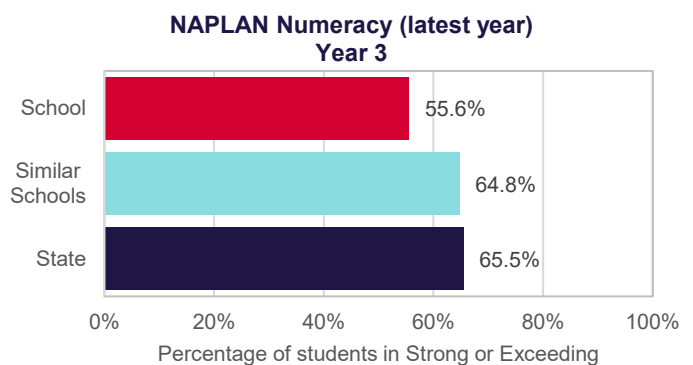
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.9%	81.8%
Similar Schools average:	74.7%	75.3%
State average:	73.0%	75.0%



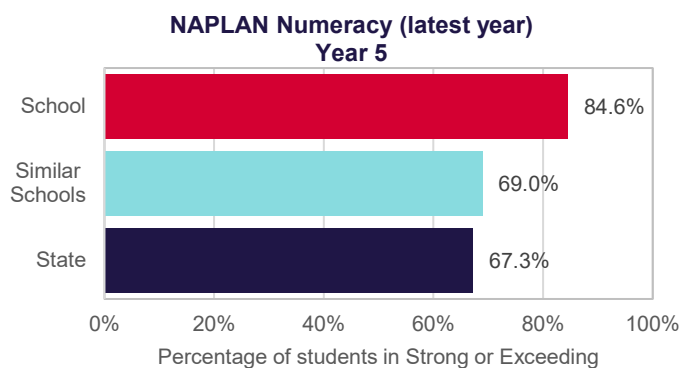
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.6%	64.7%
Similar Schools average:	64.8%	66.9%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.6%	81.8%
Similar Schools average:	69.0%	67.2%
State average:	67.3%	67.6%



## 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.

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

92.3%

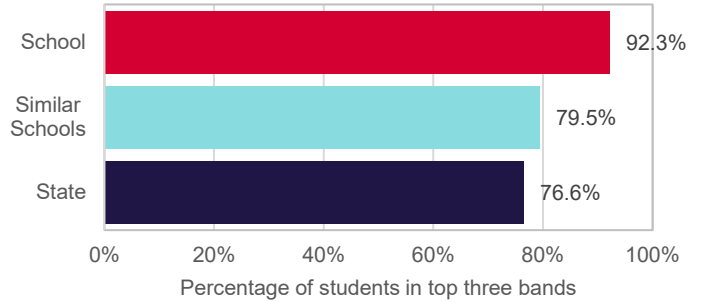
Similar Schools average:

79.5%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

77.8%

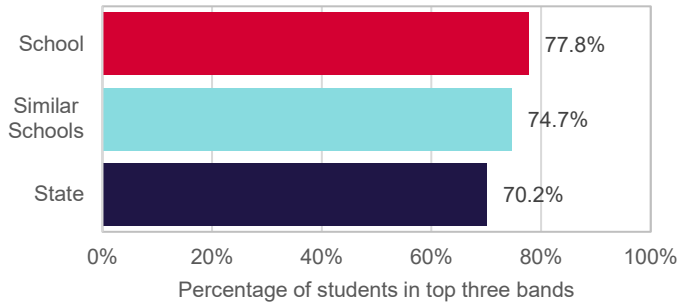
Similar Schools average:

74.7%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

58.3%

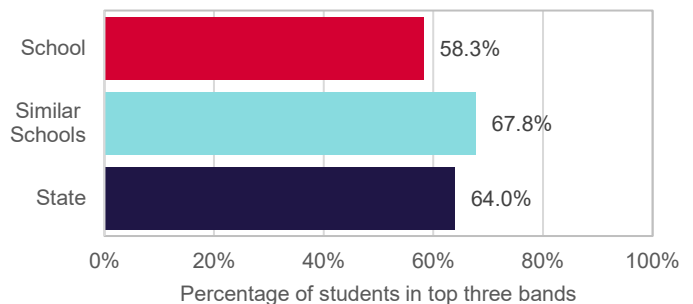
Similar Schools average:

67.8%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

62.5%

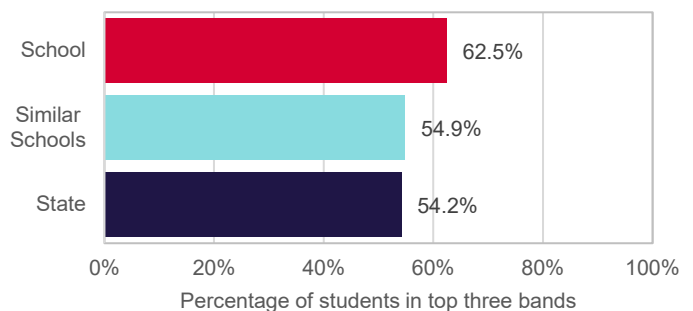
Similar Schools average:

54.9%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## 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.

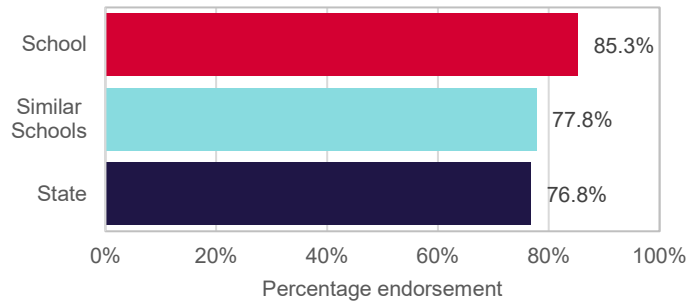
### Student Attitudes to School – Sense of Connectedness

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 (2024)	4-year average
School percentage endorsement:	85.3%	69.3%
Similar Schools average:	77.8%	79.5%
State average:	76.8%	77.9%

#### Sense of Connectedness (latest year) Years 4 to 6



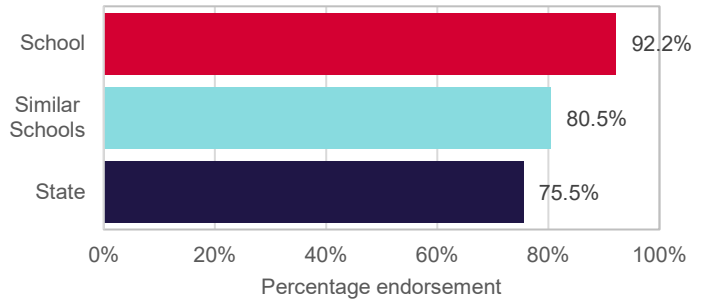
### Student Attitudes to School – Management of Bullying

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 (2024)	4-year average
School percentage endorsement:	92.2%	75.6%
Similar Schools average:	80.5%	81.7%
State average:	75.5%	76.3%

#### Management of Bullying (latest year) Years 4 to 6

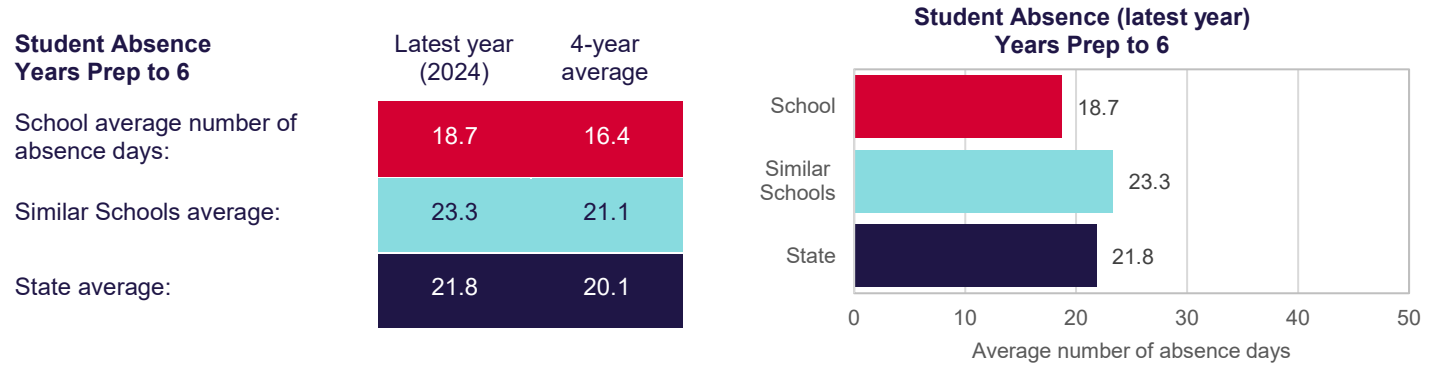


ENGAGEMENT

**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.



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 (2024):	83%	90%	88%	92%	89%	89%	100%



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$1,177,371
Government Provided DET Grants	\$141,115
Government Grants Commonwealth	\$12,417
Government Grants State	\$2,750
Revenue Other	\$30,400
Locally Raised Funds	\$71,679
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,435,731</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$8,764
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$8,764</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,361,271
Adjustments	\$0
Books & Publications	\$2,007
Camps/Excursions/Activities	\$43,417
Communication Costs	\$1,625
Consumables	\$31,017
Miscellaneous Expense <sup>3</sup>	\$11,722
Professional Development	\$13,957
Equipment/Maintenance/Hire	\$44,864
Property Services	\$105,735
Salaries & Allowances <sup>4</sup>	\$66,241
Support Services	\$26,532
Trading & Fundraising	\$6,189
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$14,144
<b>Total Operating Expenditure</b>	<b>\$1,728,720</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$292,989)</b>
<b>Asset Acquisitions</b>	<b>\$0</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 16 Feb 2025 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 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$15,043
Official Account	\$31,315
Other Accounts	\$85
<b>Total Funds Available</b>	<b>\$46,444</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$61,455
Other Recurrent Expenditure	\$840
Provision Accounts	\$0
Funds Received in Advance	\$31,279
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
<b>Total Financial Commitments</b>	<b>\$93,575</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.*

