

2022 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 of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 20 March 2023 at 01:34 PM by Tabitha OBrien (Principal)

- This 2022 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 25 July 2023 at 02:23 PM

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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 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').

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 90 students in 2022. 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.

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. The aim of our Inquiry learning approach is to provide the opportunity for students to solve problems, research and develop deep understandings. Student leadership is a highlight of our school. 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.

The return to school was supported with a focus on developing connection, student and staff wellbeing and the Tutor Learning Initiative. The impact of the Pandemic has been significant in all areas of operation of the school including Administration and Teaching and Learning and the student outcomes. The School Pre-review Self Evaluation process provided the school with an opportunity to bring together the work under our current Strategic Plan.

Wellbeing

Student wellbeing continues to be a focus. If students are not feeling safe learning can often be difficult. In 2022 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. 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 We continue to expand on our School Wide Positive Behaviour Approach to meet the varying needs of our students. Teachers ensured that they maintained contact with all of the students and families to offer supports during return to site. Re-engagement on return to school was a big focus for wellbeing to reconnect students.

Engagement

In 2022, Upper Ferntree Gully Primary School continued to work with families to ensure students were at school and learning. Significant illness of families and students meant that teachers were ensuring connections between school and family were supported. 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 was challenged in the first semester due to COVID and staff and families. similar to the attendance while onsite. To support student engagement 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. Teachers ensured that they maintained contact with all of the students and families to offer supports. Re-engagement on return to school was a big focus for wellbeing to reconnect students and ensure attendance.

Other highlights from the school year

The return to camps and excursions in 2022 was a huge highlight for our whole community. We had STOMP teaching our dances and students were delighted with opportunity to perform at Burrinja Theatre. I sea I care returned to the sea and swam with the dolphins and other sea creatures. They then shared their knowledge with peers at our school and other schools. Our sustainable schools program has only become stronger as we have a wide variety of sustainable recycling in place and with a grant for our Bee Garden. The school Colour Run was a big success with all fo the students and the community being involved. The return of sporting programs to the school was a big change and students enjoyed the competition with each other and other schools.

Financial performance

The year ended with significant staff changes and Education Support Staff in excess due to funding. Grants were retained to fix the school roof, bushfire preparedness and shade sail. Due to workforce challenges and finding tradespeople they will be acquitted in the coming year. 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 take on CommunityOSH and to cease running our own OSH was made to support staffing and financials. While this decision will impact financially there should be a savings made for future earnings. The school run OSH was at a significant staffing cost.

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 90 students were enrolled at this school in 2022, 29 female and 61 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).

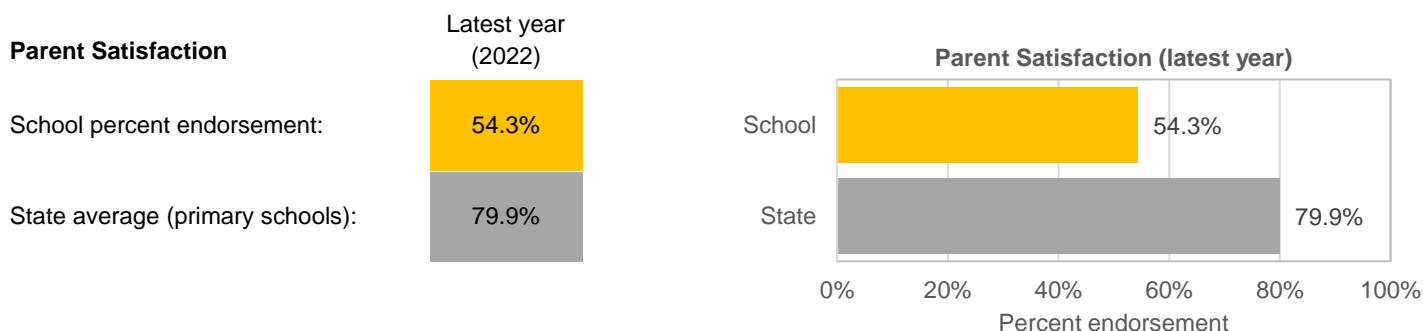
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The 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.

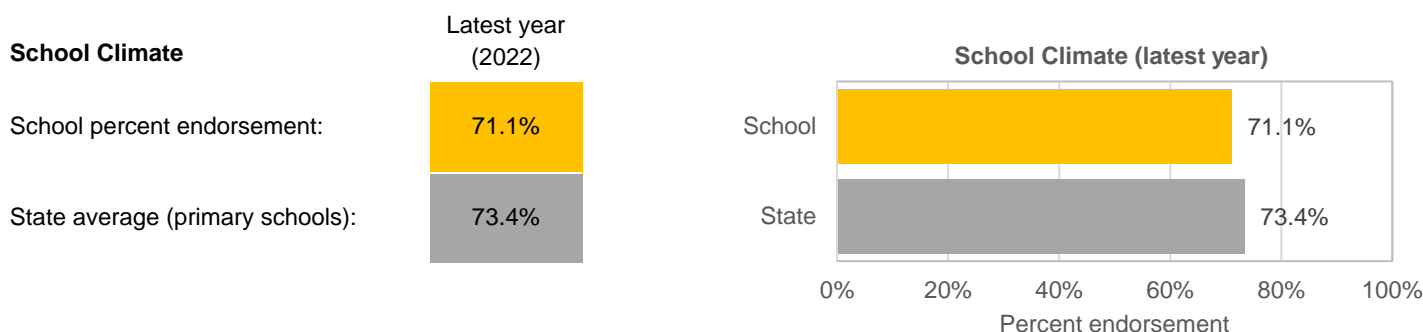


School Staff Survey

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.



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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

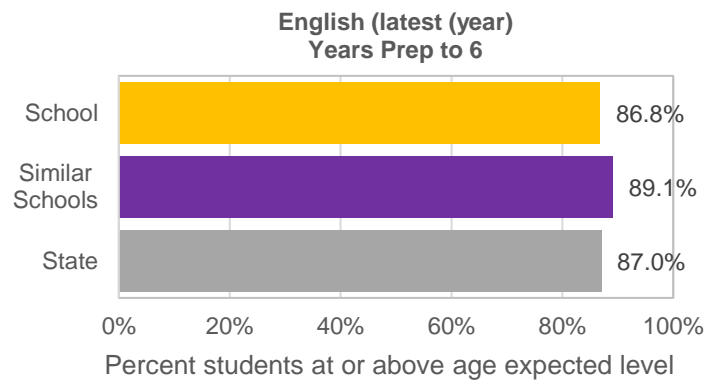
86.8%

Similar Schools average:

89.1%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

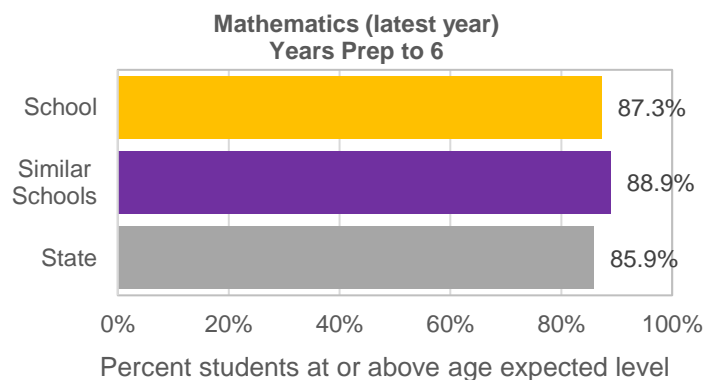
87.3%

Similar Schools average:

88.9%

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.

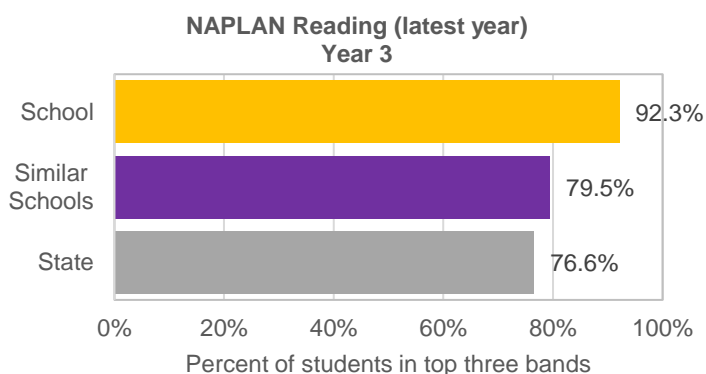
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

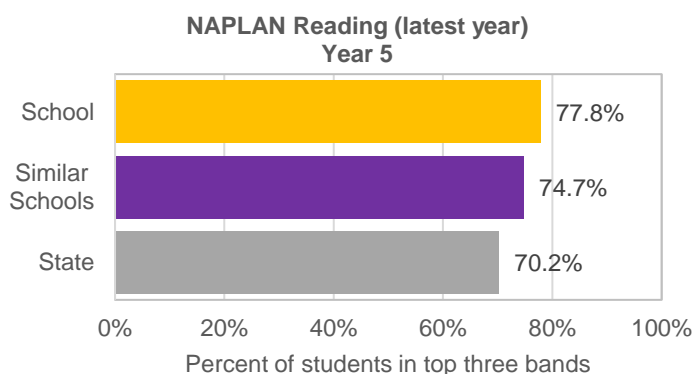
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	92.3%	74.4%
Similar Schools average:	79.5%	78.6%
State average:	76.6%	76.6%



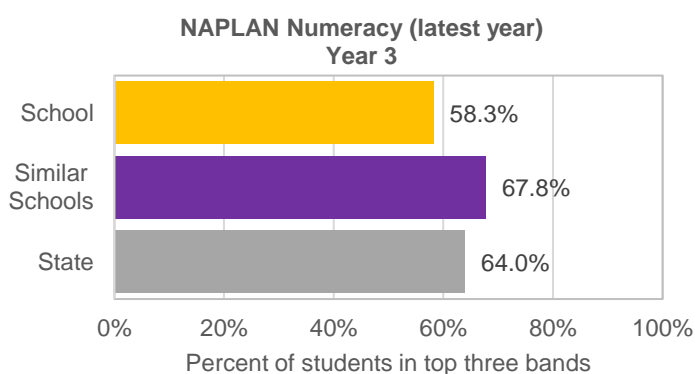
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.8%	60.5%
Similar Schools average:	74.7%	72.0%
State average:	70.2%	69.5%



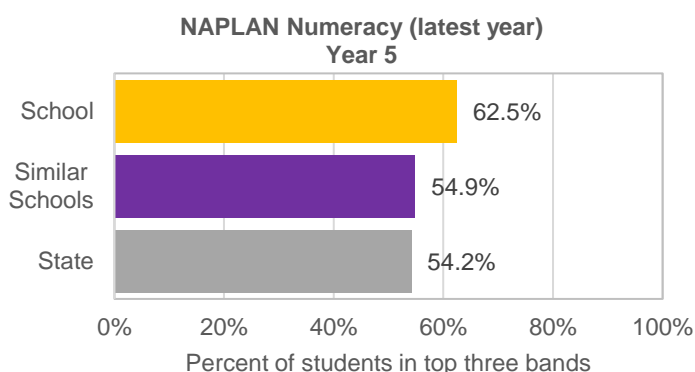
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.3%	62.5%
Similar Schools average:	67.8%	68.7%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.5%	55.6%
Similar Schools average:	54.9%	59.2%
State average:	54.2%	58.8%



WELLBEING

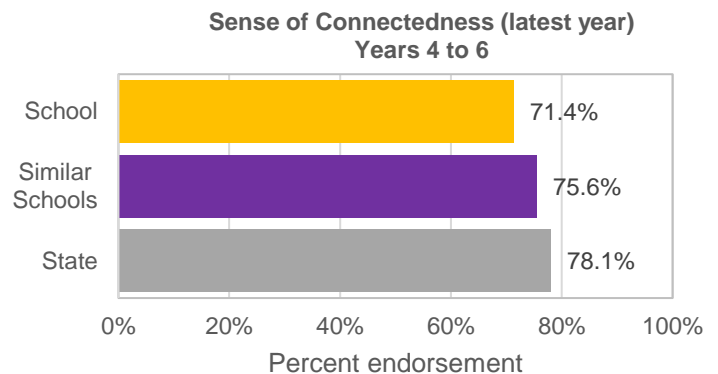
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	71.4%	55.9%
Similar Schools average:	75.6%	76.9%
State average:	78.1%	79.5%

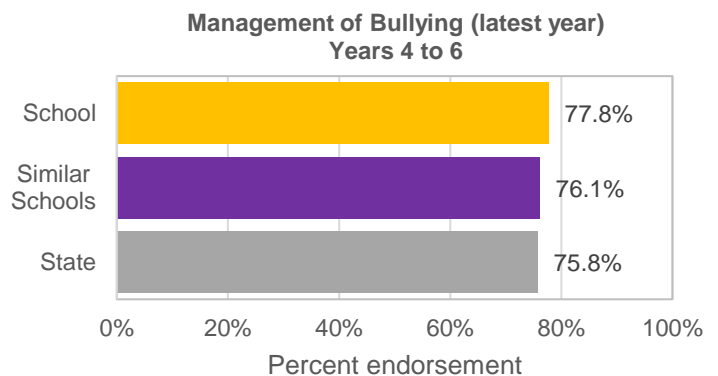


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	77.8%	58.9%
Similar Schools average:	76.1%	78.0%
State average:	75.8%	78.3%



ENGAGEMENT

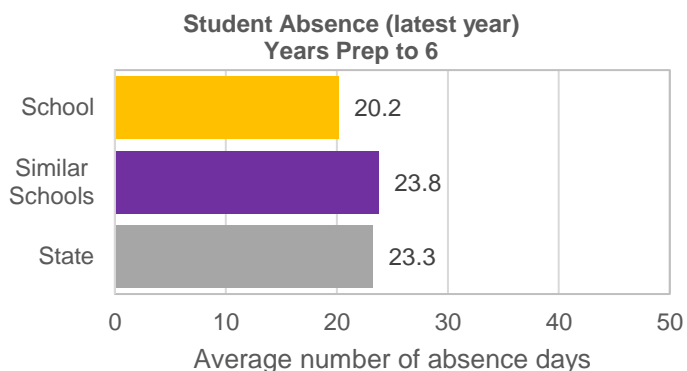
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	20.2	12.8
Similar Schools average:	23.8	16.9
State average:	23.3	17.0



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 (2022):	91%	92%	90%	92%	86%	89%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,060,784
Government Provided DET Grants	\$126,665
Government Grants Commonwealth	\$14,765
Government Grants State	\$0
Revenue Other	\$2,603
Locally Raised Funds	\$65,520
Capital Grants	\$0
Total Operating Revenue	\$1,270,336

Equity ¹	Actual
Equity (Social Disadvantage)	\$12,089
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$12,089

Expenditure	Actual
Student Resource Package ²	\$1,048,629
Adjustments	\$0
Books & Publications	\$1,052
Camps/Excursions/Activities	\$27,926
Communication Costs	\$1,770
Consumables	\$20,800
Miscellaneous Expense ³	\$2,787
Professional Development	\$3,493
Equipment/Maintenance/Hire	\$17,312
Property Services	\$38,305
Salaries & Allowances ⁴	\$26,244
Support Services	\$55,081
Trading & Fundraising	\$14,067
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$16,121
Total Operating Expenditure	\$1,273,587
Net Operating Surplus/-Deficit	(\$3,251)
Asset Acquisitions	\$8,118

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$81,193
Official Account	\$10,560
Other Accounts	\$3,565
Total Funds Available	\$95,318

Financial Commitments	Actual
Operating Reserve	\$32,807
Other Recurrent Expenditure	\$1,100
Provision Accounts	\$0
Funds Received in Advance	\$6,040
School Based Programs	\$43,436
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	\$21,233
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$104,616

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.