

2024 Annual Report to the School Community

School Name: Upper Plenty Primary School (1244)



- 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 01 May 2025 at 10:59 AM by Trudy Whewell (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 01 May 2025 at 11:00 AM by Trudy Whewell (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

Upper Plenty Primary School is located approximately 60km north of Melbourne, at the foothills of Mount Disappointment. We are committed to providing a nurturing, friendly environment that inspires successful and confident lifelong learners. Our vision is to develop a rich learning environment embedded in a culture that nurtures growth and development of the whole person. We promote a community where everyone learns and teaches one another in an atmosphere of mutual respect. We prepare students for the national and global community they will be working in through integrated and enriched quality learning opportunities. Our programs value and cultivate creativity and innovative thinking. Upper Plenty Primary School is committed to building a safe and supportive environment that promotes the agreed community social values and behaviours in all students. Our VALUES underpin the actions of all students, staff, parents and the community with a shared expectation that everyone will live by these values.

RESPECT - We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us.

RESPONSIBILITY - We are responsible for our actions, behaviour, and our learning.

RESILIENCE - We show resilience by always striving to improve, by never giving up and using our growth mindset and by bouncing back after setbacks.

Upper Plenty Primary School is part of the Mitchell cluster of school and there is a high focus level of professional sharing and learning in the cluster. The school utilises the services of the Goulburn Region, which included an educational psychologist, Student Support Services Officer and Senior Education Improvement Leader. The school has secured the services of a clinical psychologist who attends our school weekly to deal with students with specific psychological needs. In addition, we have an Autism Spectrum Disorder coach who attends school each Semester to track our students who require additional support. Our leadership team provides relevant professional development, mentoring and coaching for our staff and coordinates the implementation of our assessment plan and the collation of data, which is used to further drive improvement. The school has curriculum planning and whole school assessment practices in place, and student achievement has continued to show growth in Literacy and Numeracy.

In 2024, the school employed 1 Principal class member, 1 Leading Teacher, 1 Learning Specialist, 13 teaching staff (some part time), 12 education support staff (some part time) and 3 administration staff (all part time). We had nine classes, ranging from straight classes to multiage. Our specialist program in 2024 consisted of, Visual Art, STEM, Physical Education and Auslan.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2024, the school continued to work on its learning priority goal which was to support both those who need scaffolding and those who have thrived to continue to extend their learning especially in numeracy. A range of protocols were used to support data analysis and discussions, allowing for identification and responding to students' Individual needs. Staff provided students with opportunities to work at their level using differentiated resources and supports. Upper Plenty PS implemented a "Data Day" as one of our curriculum days where teachers worked collaboratively to build their data literacy skills and deepen their understanding of their students. Literacy and Numeracy data was organised, analysed and interpreted. Trends, strengths and areas for improvement was identified. Teachers worked collaboratively with their teams to plan targeted strategies that effectively supported each students' individual learning needs. Through this staff were able to develop tiered systems of support that enabled the teachers to respond to student's individual needs.

Staff participated in professional learning by Doug Lenov around creating strong classroom culture, maintaining high academic expectations and building character and trust. Participation in PLC meetings continued weekly, focussing on data analysis and tracking of student progress and sharing best practice, with the common aim to improve student learning. Classroom observations through peer observations and learning walks were undertaken throughout the year, creating opportunities for individual staff to set their own professional goals. The impact of these approaches has built teacher capacity through the use of professional readings and enhancing existing methods of teaching has been one key benefit as well as consistency in our teaching methods.

Staff continued to embed and show consistency in our 'daily review' sessions to strengthen cognitive pathways in students, using engagement norms to improve whole class participation.

In 2024, all Learning data in our School Performance Report measuring NAPLAN in Reading and Numeracy, our NAPLAN relative growth and our Teacher Judgement growth was rated High and had improved. Our percentage of Year 3 students who were working in Strong or Exceeding for NAPLAN in Reading were 69%, higher than similar schools and 80% in Numeracy well above similar schools. In Year 5, 92% of students were working in Strong or Exceeding in NAPLAN for Reading, well above similar schools and 96% in Numeracy, also well above similar schools.

Wellbeing

The wellbeing of our students continued to be of paramount importance during the 2024 school year. Upper Plenty Primary School continued to implement our School Wide Positive Behaviour System. Staff begun unpacking the 8 Essential Teaching and Learning Practices, particularly looking at ETLP 1, 2 and 3. These focussed on setting clear classroom expectations and routines through explicit direct instruction and how to encourage expected behaviour through giving both contingent and non-contingent attention to students. Staff learnt the value of having a ratio of 5

positive interactions for every 1 negative interaction with students, creating positive relationships between staff and students, with the flow on being an improvement in students' attention, compliance and intrinsic motivation. Within our meeting schedule data was shared regularly and analysed with both staff and students. Our school student leadership team were able to contribute to our Behaviour Matrix and our school reward system. Weekly wellbeing walks and talks with the Principal, wellbeing leader and student leaders were held weekly where we had a set focus with set questions that the team would observe and ask students in each classroom that we visited. Several classrooms were visited each week and feedback was delivered back to staff promptly.

Social and emotional learning continued to be taught through the Resilience Project and the Rights and Respectful Relationships programs. A staff member oversees both programs and attends cluster meetings. Our daily GEM (Gratitude, Empathy, Mindfulness) reflections are still our focus at the start of every day and at the start of all staff meetings. Our lessons are weekly across each year level.

Our Cool Kids program was implemented across the school by 2 staff members. This program has a structured 10 sessions which supported students who exhibited high anxiety based on a survey we distributed to all kids from Grades 2-6. Cool Kids runs over 10 weeks that teaches children (ages 7-17 years) how to better manage anxiety. The Cool Kids Anxiety Program is based on Cognitive Behavioural Therapy (CBT), with a focus on teaching practical skills. Topics that were covered within the Cool Kids Anxiety Program included: Learning about feelings and anxiety, learning to think more realistically, parenting an anxious child, fighting fear by facing fear (stepladders) and learning other coping skills such as building social confidence or learning to solve problems. This program identified students with low self-esteem and anxiety through a screening survey and staff referral, and these were the students that were targeted for small group support.

Our tiered approach continued which allowed for student referrals for additional wellbeing support. This included referrals to SSS, our school psychologist and other allied health services. Our school strongly encouraged specialist services such as allied health staff employed through the NDIS to provide services to students at school, during the school day, instead of outside of school hours, supporting families, students and our teachers.

In 2024 we implemented Child Safety and National Child Protection Week where Upper Plenty Primary School promoted the safety of our students by embedding five Child Safety lessons for all students during National Child Protection Week. National Child Protection Week invites all Australians to play their part to promote the safety and wellbeing of children and young people. In 2024, the theme was "Every Conversation Matters". The week was an opportunity to raise awareness of child safety and wellbeing, and to encourage communities to prevent child abuse and neglect.

Engagement

Student voice was supported through our student leadership team where they participated in school decision making where they were able to request new additions to the school such as new football goal posts for our school oval and make decisions about what our school rewards for best behaviour would be for the year. The student leaders ran assembly every Friday, organising the agenda, set up and giving out two student awards each week from their leadership team. The student leadership team took part in our regional leadership days at Wallan Secondary College, ran by our regional SSS team. Our Junior School Council members was made up of two

representatives from each class that met regularly as well as made decisions on special events that ran throughout the year such as our Easter Hat Parade and assigning certificates for the best hats to reward students for their effort and in raising money for charity.

Throughout the year, some students in Year 5 and 6 were selected to participate in the Victorian High Ability Program in both English and Mathematics.

Students from Years 3-6 had the opportunity to participate in our camping program. Our year 3/4 students had a 3-day camping experience at Sovereign Hill in Ballarat where they explored and learnt about things of the past. They experienced panning for gold, travelling deep into the underground to the quartz mine, what it was like to ride in a horse and carriage and attending the Sound and Light show at night. Our year 5/6 students travelled into the city each day by train to experience city life. They had visits to Skydeck, The Lume, ACMI, MCH Tour and Sports Museum, Kingpin Crown and dinner at 90 Seconds.

All students Foundation - Year 6 participated in a range of incursions and excursions, enabling students to have new experiences and explore what they were being taught.

Our Year 6 boys had the experience of being part of The STAR Program where the aim was to build teamwork, communication skills and emotional resilience. This was done through a range of activities, with the students participating in one-hour sessions on drama games, AFL football skills with AFLW players from Collingwood, African Drumming and Skateboarding. Our Year 4/5/6 students held a Market Day where they sold goods they had made and ran activities for the whole school to come and purchase and take part in a fun two-hour experience.

School attendance rate data showed our school was at 87% and was well below similar schools. Our school had 42% of students who had 20 or more days absent in 2024, which was slightly higher than similar schools. It was an improvement from our 2023 data dropping from 52%. Each term attendance data meetings occurred involving leadership. Time was allocated to communicate with families to clarify understanding around attendance challenges. Flagging of specific families ensured the Principal continued communication with families and implemented individual plans to support students coming to school.

Our results of the 2024 AToSS survey showed that for students in years 4 to 6, most student attitudes in 2024 were more positive than in 2023. Student attitudes are generally more positive in Year 4 than Year 6 for most factors. In 2024, the percent endorsement of 'Stimulated learning' was 77.4% (77.1% in 2023), 'Student voice and agency' was 66.8% (65.8% in 2023), 'Sense of connectedness' was 76.9% (77.0% in 2023), 'Managing bullying' was 75.5% (75.1% in 2023) and 'Emotional awareness and regulation' was 73.3% (72.3% in 2023).

Other highlights from the school year

Upper Plenty Primary School is proud of the additional events and celebrations that occurred in 2024. These highlights included:

- 150 years of Upper Plenty Primary School celebrations were held in March with past and present students
- Edmond our school yard dragon celebrated his 10th birthday in October with a party and refresh look
- One Year 5 student competed in the State Championships for Shot Put and Discus

- Upper Plenty Primary School won the Whittlesea Xmas Tree Extravaganza winning 1st place
- Our Future Stars Hoop Time Team made it to the State Finals
- Holding a school disco for all students Foundation-Year 6
- Holding a whole school colour fun run
- Stephanie Alexander Kitchen Garden and Cooking Program
- Teddy Bear's Picnic for Foundation and their Year 5/6 Buddies
- Dress Up Days - Easter Hat, Book Week, Footy

Financial performance

Upper Plenty Primary School ended the 2024 calendar year with a Surplus of \$4,200. All funds received from the Department of Education and funds raised by the school, were used to support the achievement of educational outcomes, improvements to our school and other operational needs of the school, consistent with department policies, approvals by School Council and for the intent for which funds were provided or raised. Our FAF parents ended the year with around \$6400 of fundraising money with some of this being used for the purchase of new football goals for our school oval and additional resources for the students to use. Our school continued to receive funds for being a bushfire school of around \$23,000 to assist with the upkeep of our school including the removal of trees. Any funds carried over into our cash budget into 2025 was from our parent school saving bonus.

**For more detailed information regarding our school please visit our website at
<https://www.upper-plenty-ps.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 211 students were enrolled at this school in 2024, 107 female and 104 male.

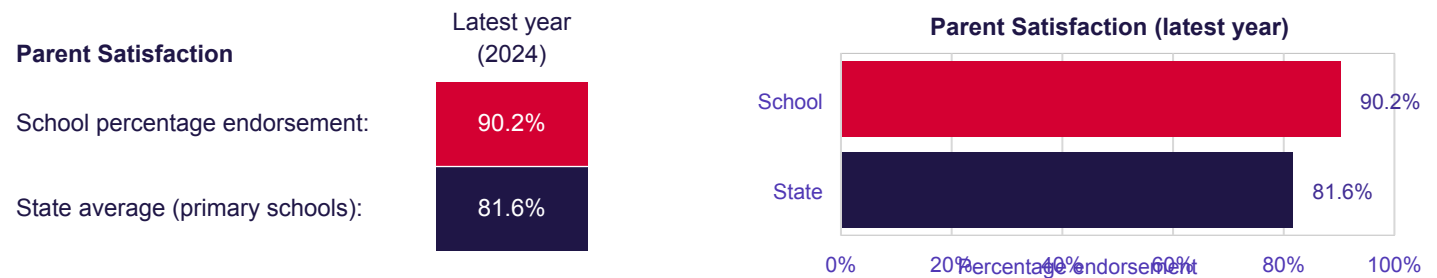
5 percent of students had English as an additional language and 7 percent were Aboriginal or Torres Strait Islander.

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**

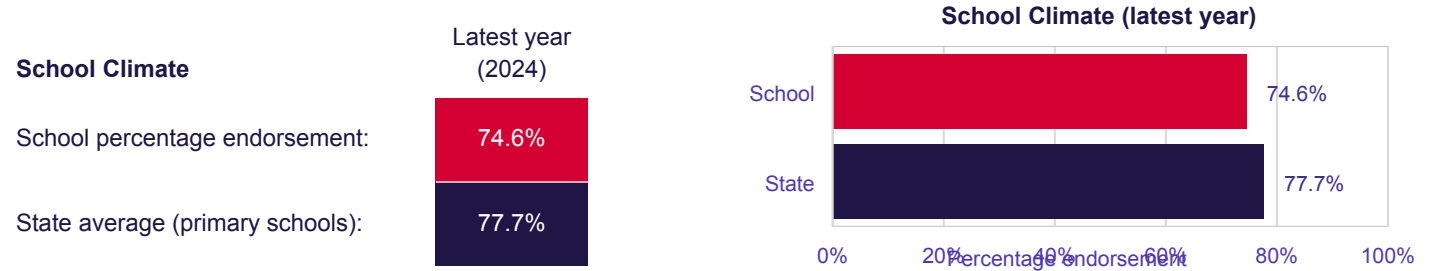
Parent Satisfaction Summary

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.

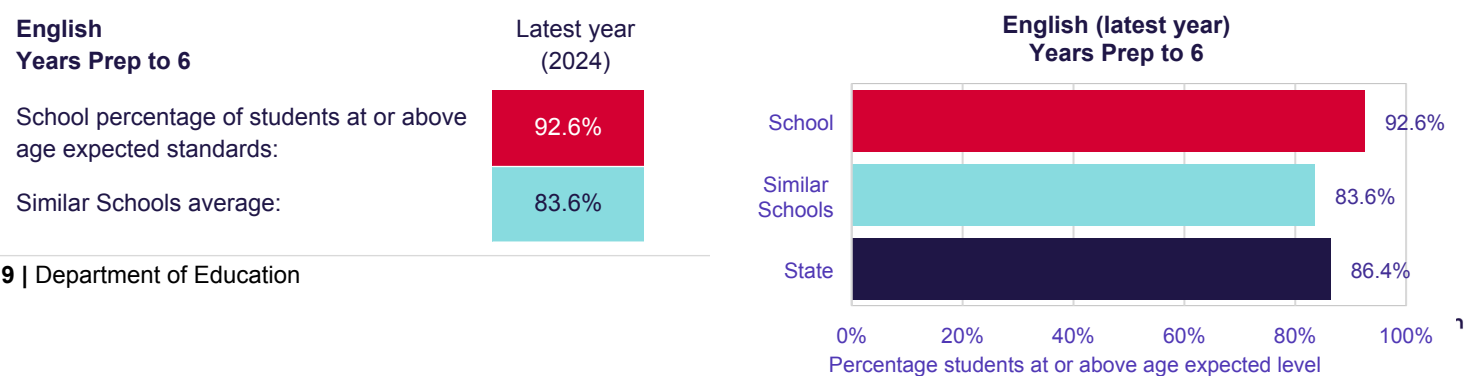


LEARNING

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

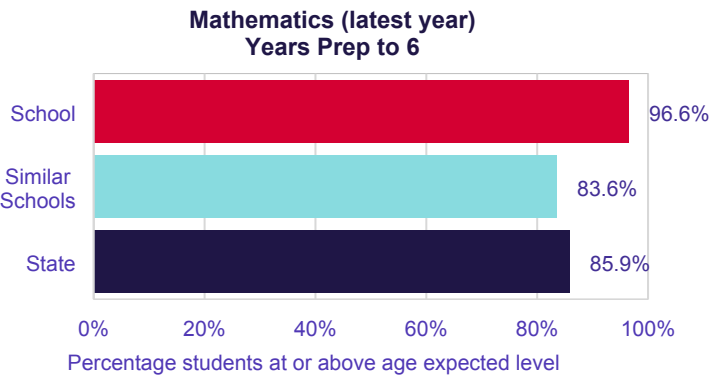
Percentage of students working at or above age expected standards in English and Mathematics.



State average:

86.4%

Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	96.6%
Similar Schools average:	83.6%
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.

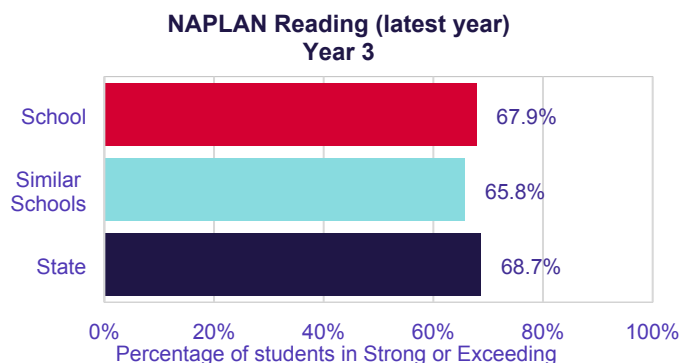
NAPLAN

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.

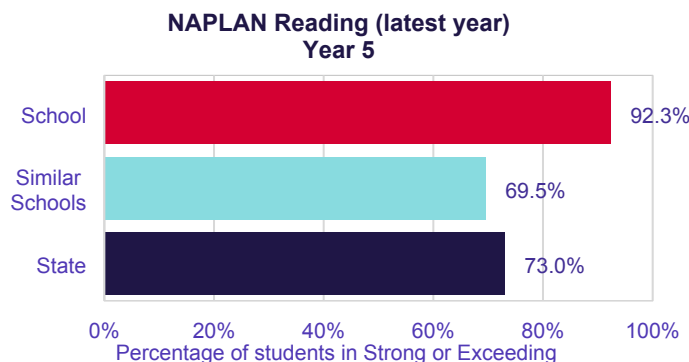
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.9%	71.7%
Similar Schools average:	65.8%	64.5%
State average:	68.7%	69.2%



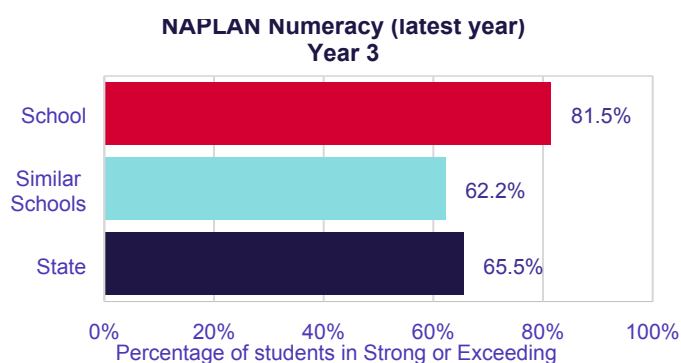
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	92.3%	82.0%
Similar Schools average:	69.5%	70.5%
State average:	73.0%	75.0%



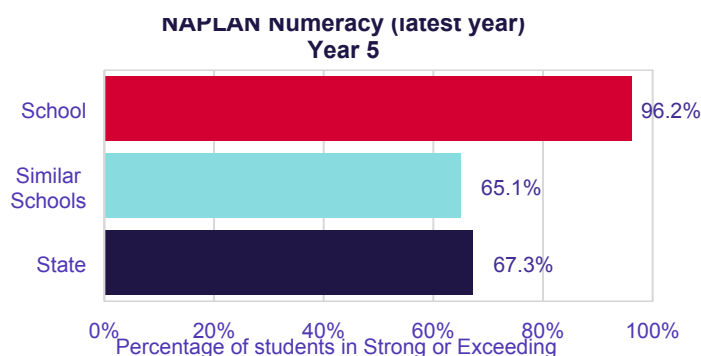
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.5%	81.0%
Similar Schools average:	62.2%	62.3%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	96.2%	82.0%
Similar Schools average:	65.1%	62.8%
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:

92.0%

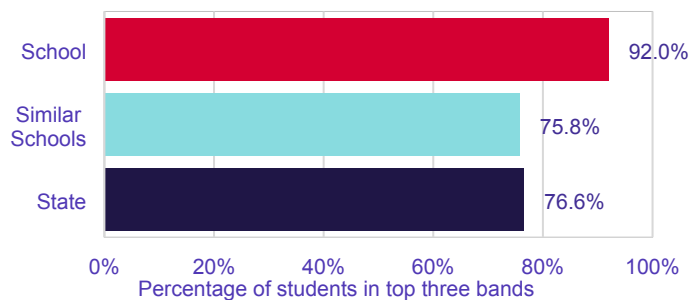
Similar Schools average:

75.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

54.5%

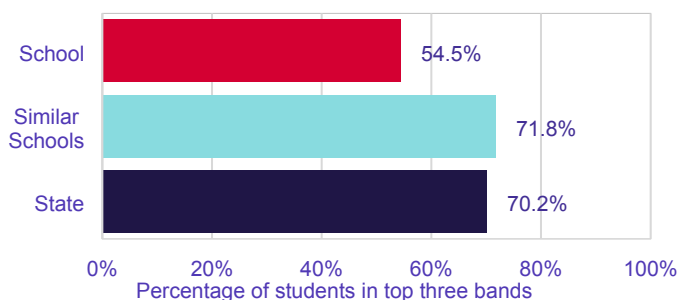
Similar Schools average:

71.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

87.0%

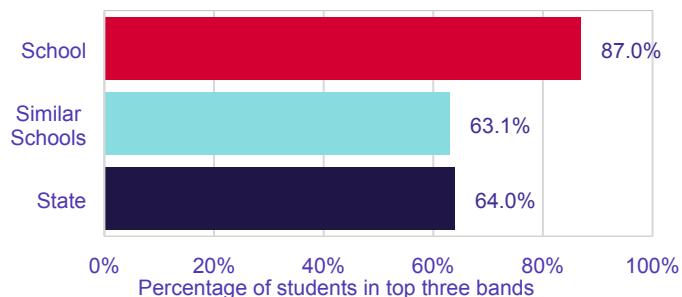
Similar Schools average:

63.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

50.0%

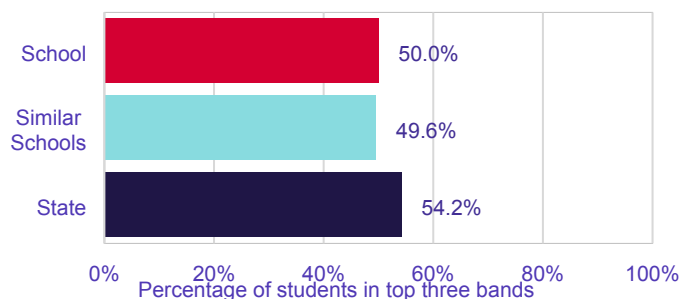
Similar Schools average:

49.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

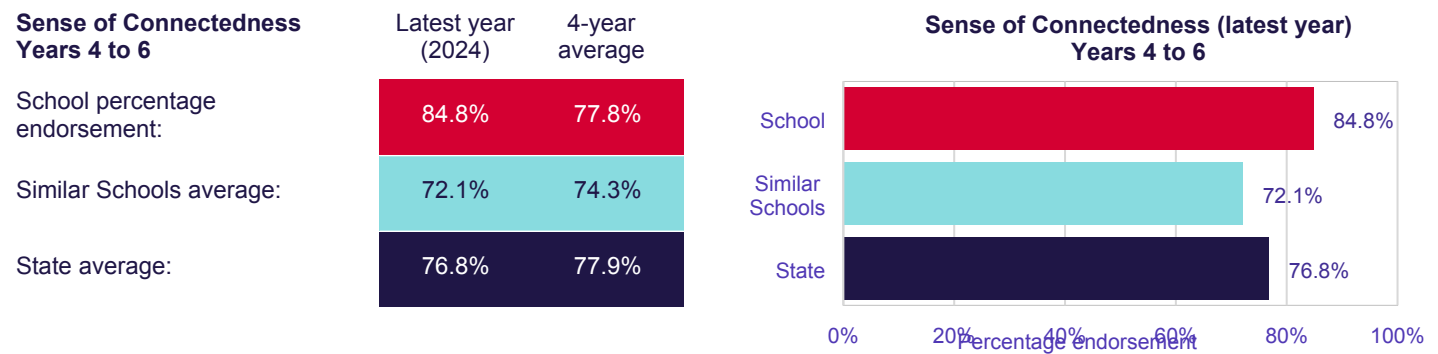


WELLBEING

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.

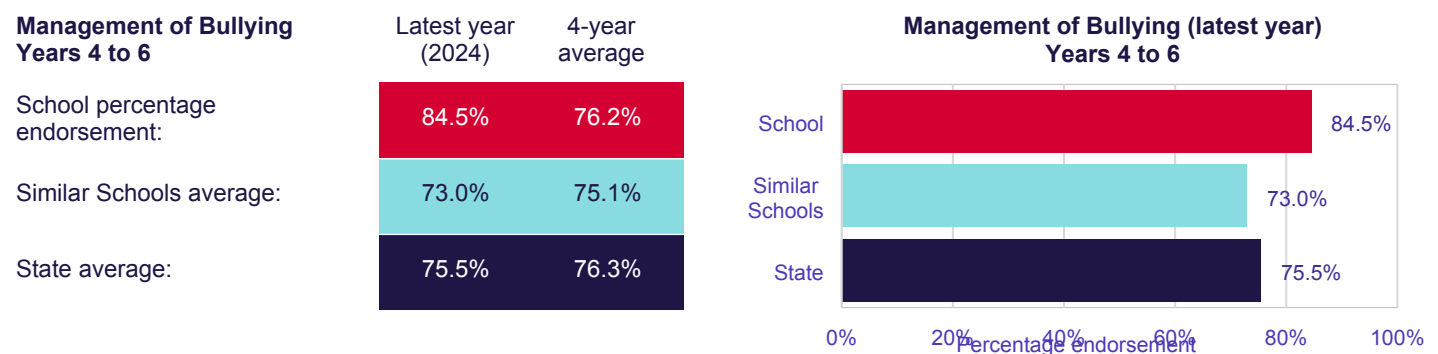
Student Attitudes to School – Sense of Connectedness

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).



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).

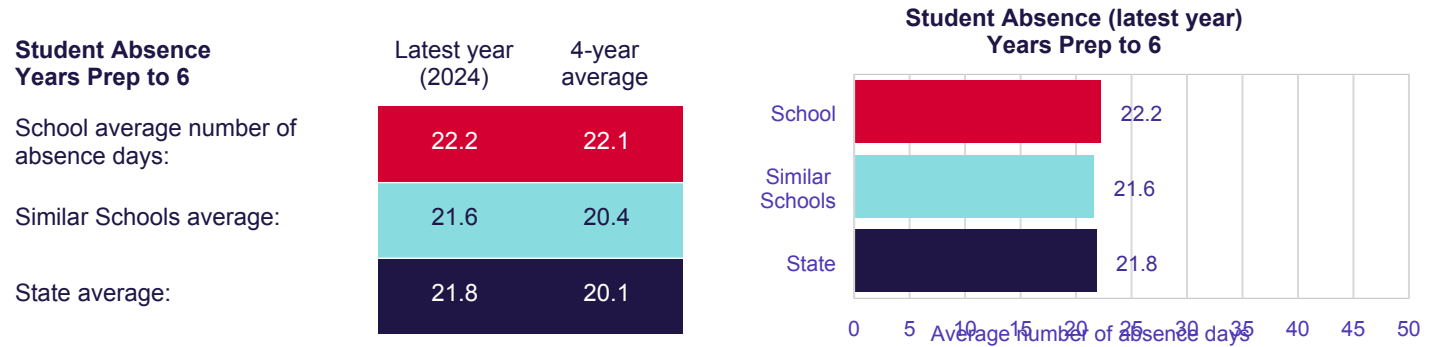


ENGAGEMENT

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):	91%	88%	91%	89%	88%	90%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,480,752
Government Provided DET Grants	\$398,724
Government Grants Commonwealth	\$8,000
Government Grants State	\$0
Revenue Other	\$13,288
Locally Raised Funds	\$59,830
Capital Grants	\$0
Total Operating Revenue	\$2,960,595

Equity ¹	Actual
Equity (Social Disadvantage)	\$50,776
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$50,776

Expenditure	Actual
Student Resource Package ²	\$2,428,975
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$45,458
Communication Costs	\$2,109
Consumables	\$39,020
Miscellaneous Expense ³	\$8,848
Professional Development	\$9,773
Equipment/Maintenance/Hire	\$60,160
Property Services	\$101,178
Salaries & Allowances ⁴	\$239,539
Support Services	\$25,797
Trading & Fundraising	\$25,078
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$27,140
Total Operating Expenditure	\$3,013,074
Net Operating Surplus/-Deficit	(\$52,479)
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 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

Funds available	Actual
High Yield Investment Account	\$78,570
Official Account	\$4,003
Other Accounts	\$0
Total Funds Available	\$82,573

Financial Commitments	Actual
Operating Reserve	\$97,980
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$81,957
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	\$179,937

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.