

# 2022 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 ([www.vit.vic.edu.au](http://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 24 April 2023 at 01:16 PM by Susan Egan (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 on 28 April 2023 at 01:57 PM by Jasmin Shackleton (School Council President)

## 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
- 

### 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

The staff, parents and community of Upper Plenty Primary School are committed to providing a nurturing, friendly environment that inspires success, embedded in a culture that nurtures growth and development of the whole person. We promote a community where everyone learns and teaches, working in through integrated use of technologies and enriched quality learning opportunities. Our programs value and cultivate creativity and innovation, agreed community social values and behaviour in all students. Upper Plenty Primary School is part of the Mitchell cluster of schools and there is a range of support services which includes an educational psychologist, Student Support Services officer and Senior Education Improvement Leader. Our intervention programs include the services of a clinical psychologist who attends weekly to deal with students with specific psychological needs. In addition, we have a team of occupational therapists who attend school each semester to track those students who require additional support. Our leadership team provide relevant professional development, collation of data, which is used to drive further improvement. The school has curriculum planning and whole school assessment practices in place. In 2022 the school employed 13 teaching staff (some part time), 12 education support staff (some of these were part time) and 3 administrative staff. We offered ESL support to a newly arrived overseas student. All ATSI students (10) had Individual Education plans which were reviewed twice a year. Additional needs through differentiation, individual education plans and welfare support.

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

### Learning

After the COVID pandemic it was wonderful to return to regular, uninterrupted, onsite learning, at school. Our learning focus was on regular 'Data Driven' learning for staff provided in this area.

The department provided additional support with a DSSI, who worked closely with staff in the junior school to improve delivery of Numeracy lessons. Our Tutor Learning Program was implemented to address our students at risk. These students worked in small groups, no larger than 4 students. In addition, our tutor, worked closely with classroom teachers to assist with individual goal setting and IEPs.

Teachers used formative assessment data and teacher judgement data to track students and develop learning goals at point of need, throughout the year. The school assessment schedule was reviewed in collaboration with staff, and the school established processes for regular moderation of assessment. These were scheduled into our staff learning calendar. Due to the challenges of COVID, SSG meetings were held with families via WebEx, and Professional Learning Communities were set up for the year and implemented into the school culture. Meetings were held weekly with a focus on learning. Teachers had peer observations with a colleague and used these to set their own professional goals.

Professional learning was provided to build teacher capacity to enable them to implement the Knowledge based Curriculum and Daily Review, and learning teams. Our leading teacher collaborated with teacher teams during planning time.

The Instructional model of the school was reviewed throughout the year and learning walks were implemented to monitor the implementation of the model. Writing for frames was introduced to staff and implementation commenced in term 4.

Effective Teaching time, Differentiated learning Challenge and Stimulating Learning, Effort and High Expectations for Success, in AToSS, all of which were implemented. Our NAPLAN results showed significant improvement across Literacy and Numeracy.

Future focus areas for our school will be:

1. Professional learning and cocreation of an improved Instructional model for 2023, that includes regular formative assessment, daily review and peer observation.
2. Embedding of regular timetabled peer observation processes that commenced in 2022.
3. Embedding of regular learning walks in 2023 with SIT and team leaders. The focus of the learning walks will be learning and wellbeing.
4. Provision of opportunities for staff to reflect on their teaching practices.
5. Provision of professional learning for all staff on Writing for Frames.
6. Provision of Science of Reading professional learning for staff who have not undertaken this course.
7. Continue to implement DIBELS assessment and provide opportunities for staff to use and reflect on this data for progress monitoring of student learning.
8. Implementation of PAT MATHS in 2023.
9. Continued partnership with our DSSI, who will be working with other teachers across the school.

### Wellbeing

Through the implementation of our School Wide Positive Behavior System, staff planned and established an agreed approach to monitoring student wellbeing. Data was shared with both staff and students. Our school student leadership team were able to contribute to our data analysis and provide insights. Student voice and agency was developed through the use of student feedback into term curriculum planning, the establishment of student wellbeing committees and the development of student wellbeing programs. We make a contribution to planning of learning and wellbeing programs in the school.

A whole school documented process was developed to refer student for additional wellbeing support during 2022. This included referral to SSS.

Our network Student Support Services team supported our school by providing specialist wellbeing programs to our students including Resilience. Our school psychologist expanded her time at school, due to increased need, and was able to engage with more students through the use of V. Allied services provided regular programs to students through timetabled school visits.

In 2022, we introduced The Resilience Project to our school community. This consisted of two main focus area - the first being the daily GEM (The Resilience Project consisted of weekly lessons, catering to each grade level. These weekly lessons were focused on wellbeing aspects of Emotions. Not surprisingly, the number of referrals, and documented outcomes of student referral meetings (SSS, Psychologist, Allied services) increased.

Future focus areas will be:

Embedding of The Resilience Project across the school.

Continued Implementation of School Wide Positive Behavior System across the school with a data focus.

Establishment of student team to provide input and feedback to SWPBS data and decision making.

Continued collection of student feedback for planning days for term planners in all levels.

Provision of professional learning for staff on how to improve student voice and agency.

## Engagement

Staff regularly responded to student and parent feedback to adapt and modify learning to address their concerns. The results of the Attitudes to Learning survey, resulting from remote learning periods, certainly contributed to this result. In response to this data, 'face-to-face' check-ins (via WebEx) were a daily occurrence. For students experiencing difficulties and regular, daily, 'live' lessons were held in every class in reading, writing and numeracy. In addition, teachers in each class were available to answer questions and give additional help to those students who needed it. Daily connections with students were received well. The school received positive feedback from students and parents.

'Engagement Focus Fridays' were implemented to re-engage disenchanted students. These were theme based days and student ideas were used to plan fun and friendly activities. There were meditation sessions, art activities, fitness challenges, science experiments, and student designed quizzes.

Staff continued to participate in Professional Learning Communities on a weekly basis to monitor and improve student learning. Professional Learning Communities met to discuss the need of individuals. Students were regularly invited to participate in term planning with their teachers.

Staff professional learning was implemented on building positive relationships. Staff continued to focus on building positive relationships with students. Motivation & Interest, Self regulation and Goal setting, School Connectedness, Student Voice & Agency, Sense of Inclusion all showed improvement.

Future focus areas will be:

Staff professional learning on building positive relationships with students, using resources - "Teach Like a Champion" and "Running the Room".

Staff to regularly provide opportunities for communication in 2022 – these will include: email, Sentral portal, information sessions, interviews, phone calls.

Continued use of 'positive postcards'.

Continuation of the "Neighborhood" program with local police.

Reintroduction of the Leadership program with Student Support Services team.

Strengthening school engagement with our Network Wellbeing Community of Practice.

Future focus areas will be:

Embedding and improvement of delivery of knowledge based curriculum – integrated in all areas of the school (F - 6).

Professional learning for staff on engaging students making the curriculum relevant and meaningful for all students.

Embedding of student agency and voice into curriculum.

## Other highlights from the school year

Other highlights of the year included:

Commencement of our new inclusive playground. This is expected to be completed in 2023.

The whole school 'Fun Run'.

The whole school musical - "The Emoji Musical". This was a wonderful opportunity to re-engage families and the community after the isolation of COVID.

Return to school camps for students across the school after a break as a result of COVID restrictions.

Establishment of before and After School Care program at Upper Plenty Primary School.

## Financial performance

School Finance: Surplus at end of year 2022 was \$205,584. These funds were allocated to:

Allocated as follows:

OHSC \$61,597

Administration ongoing costs \$50,856(includes Science \$10,000)

Swimming Program allocation: \$17,632 (Note: We were unable to book swimming lessons in 2022 due to limited availability) The funds will be

Camps \$5000

Casual Relief Teachers \$5000

Buildings & Maintenance \$70,500(Bushfire funding, Shade Sail new playground, painting old school house)

Equity Funding in 2022 - \$26,298

OHSC received in 2021 \$75000 allocated to 2022 - this was used to establish program in school - starting with holiday program in 2022, transi

Schools Mental Health Funding in 2022 - \$15,508.92

Details of any contracts, agreements or arrangements

Sporting Schools grant amounts \$7200 used to purchase sports equipment and deliver coaching sessions

FAF fundraising \$6961

Bushfire Preparedness 80% used, \$18500 (remainder spent in 2023 in term 1)

Shade Sail(rear of SIP) \$19752

**For more detailed information regarding our school please vi**

# 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 198 students were enrolled at this school in 2022, 101 female and 97 male.

7 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).

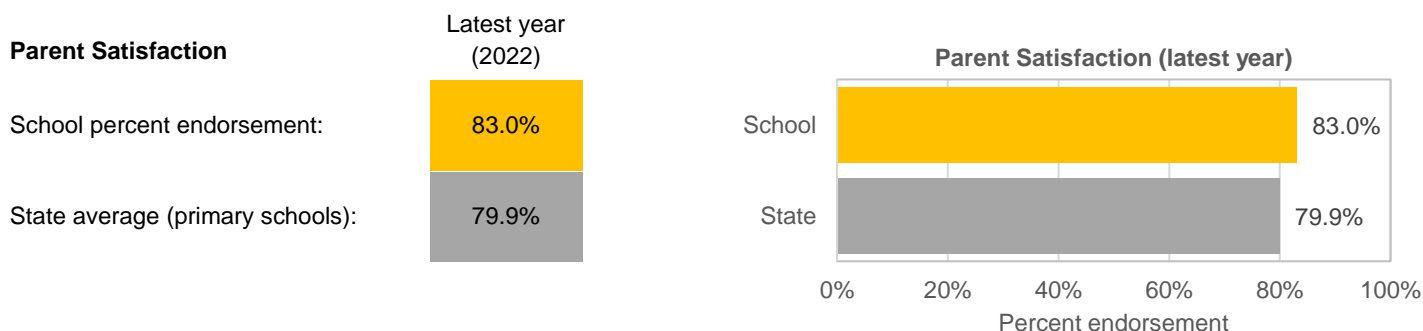
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

The 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.

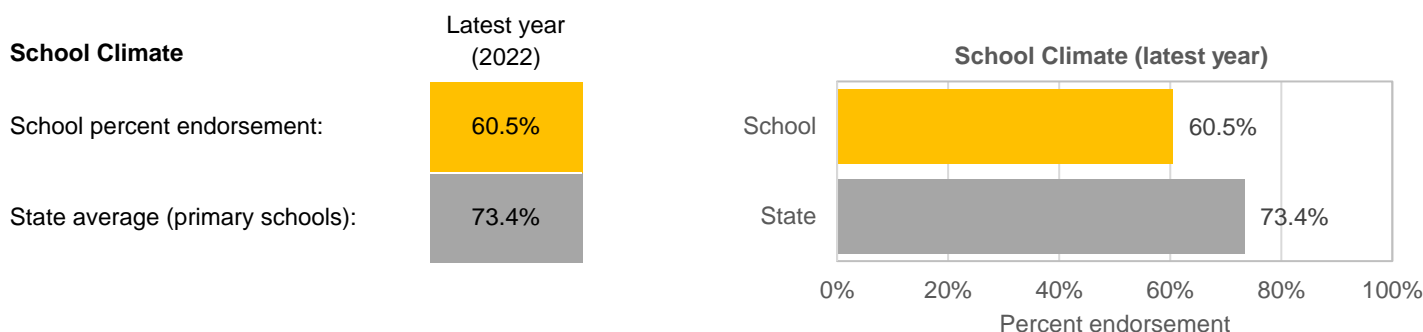


### School Staff Survey

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:

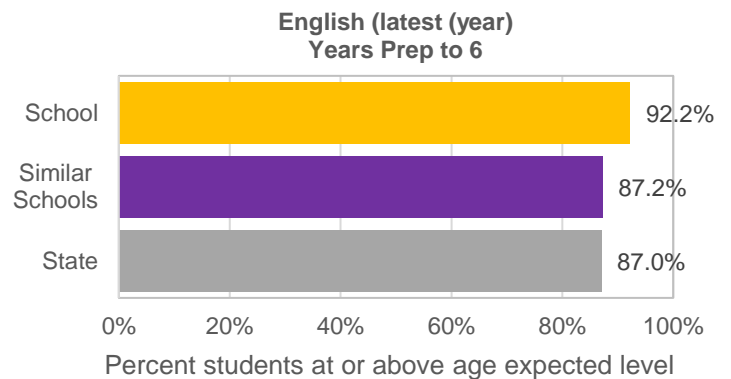
92.2%

Similar Schools average:

87.2%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

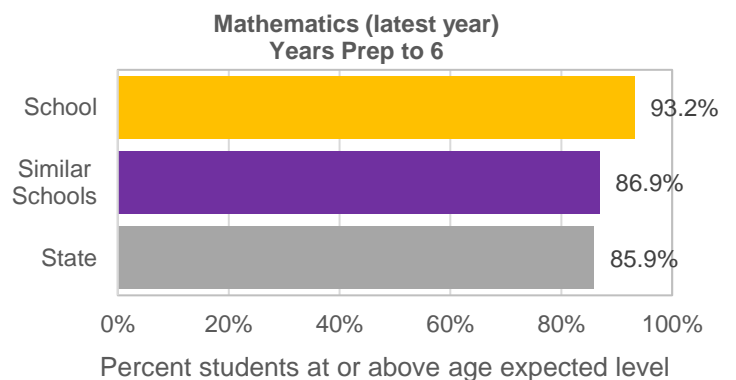
93.2%

Similar Schools average:

86.9%

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.

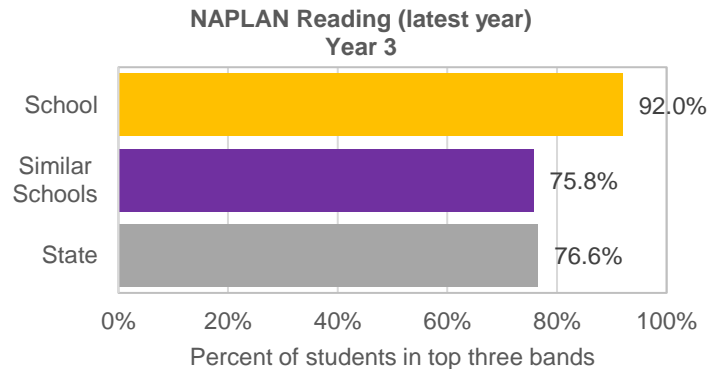
### NAPLAN

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.

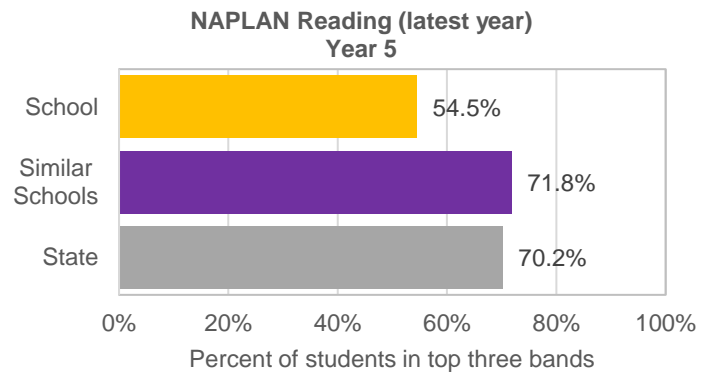
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	92.0%	79.8%
Similar Schools average:	75.8%	75.7%
State average:	76.6%	76.6%



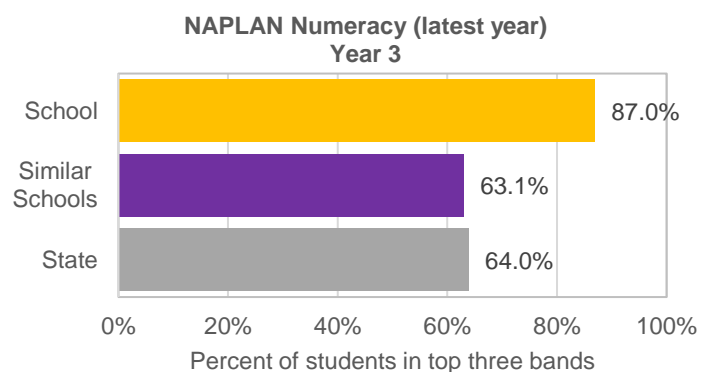
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.5%	53.7%
Similar Schools average:	71.8%	70.1%
State average:	70.2%	69.5%



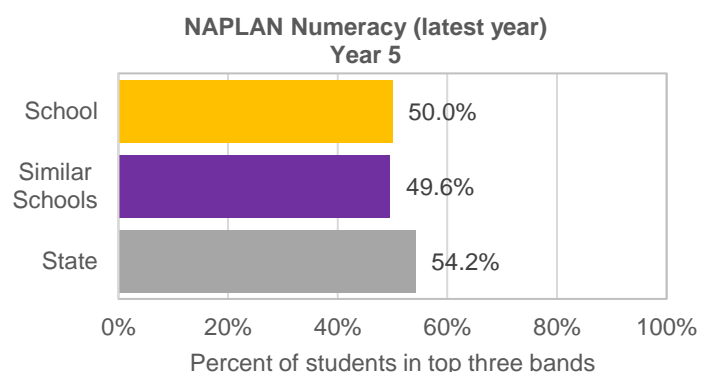
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.0%	79.3%
Similar Schools average:	63.1%	67.3%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	51.3%
Similar Schools average:	49.6%	55.6%
State average:	54.2%	58.8%



## WELLBEING

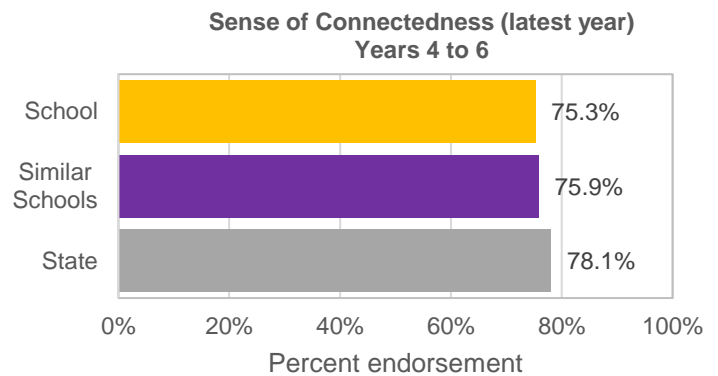
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	75.3%	69.4%
Similar Schools average:	75.9%	76.2%
State average:	78.1%	79.5%

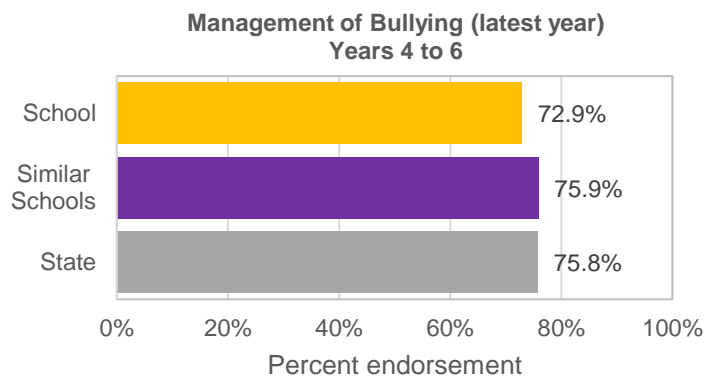


### Student Attitudes to School – Management of Bullying

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:	72.9%	68.4%
Similar Schools average:	75.9%	77.1%
State average:	75.8%	78.3%



## ENGAGEMENT

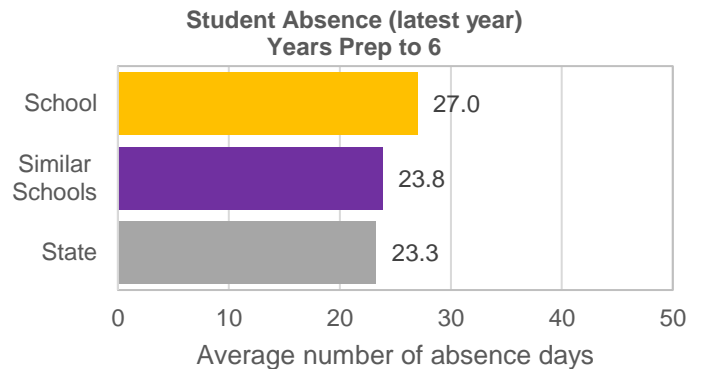
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	27.0	18.3
Similar Schools average:	23.8	17.5
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):	88%	83%	85%	88%	85%	89%	86%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,930,432
Government Provided DET Grants	\$487,473
Government Grants Commonwealth	\$4,700
Government Grants State	\$0
Revenue Other	(\$3,835)
Locally Raised Funds	\$81,949
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,500,719</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$27,092
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$27,092</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,930,419
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$48,784
Communication Costs	\$2,262
Consumables	\$39,462
Miscellaneous Expense <sup>3</sup>	\$7,072
Professional Development	\$5,010
Equipment/Maintenance/Hire	\$31,935
Property Services	\$82,036
Salaries & Allowances <sup>4</sup>	\$173,946
Support Services	\$5,936
Trading & Fundraising	\$9,485
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$29,191
<b>Total Operating Expenditure</b>	<b>\$2,365,538</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$135,180</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$183,608
Official Account	\$21,976
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$205,584</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$66,043
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$135,085
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	\$30,500
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$271,628</b>

*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.*