

# 2020 Annual Report to The School Community



**School Name: Upper Sandy Creek Primary School (3145)**



- 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 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 16 March 2021 at 05:20 PM by Matthew Vincent (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 07 May 2021 at 03:21 PM by Aleth Barnes (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

## How to read the Annual Report (continued)

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### 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.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## About Our School

### School context

Upper Sandy Creek Primary School is a small rural school located 30min from Wodonga in the North East of Victoria. Our schools strives to provide a rich and engaging learning environment, providing students with opportunities to excel in all curriculum areas. We work with our small school partners in the Valley’s Cluster to provide our students with extended opportunities to develop social and emotional skills and additional transition opportunities to the local secondary college. Having happy and engaged students is a big priority for our school and the staff and school community work hard to promote this. 2020 was a difficult year for all with the extended remote learning periods. This meant we were unable to host any kinds of events aimed at getting families or community together. Students also missed camps and excursion that regularly occur in a normal year. Despite this the satisfaction levels in the remote learning we offered were high with parent feedback and student engagement very positive.

Our staff consists of 1 teaching principal, 1 teacher at 0.8 sharing the teaching for literacy and numeracy. Office support consists of a Business Manager who comes to the school for 1 day per week. We have a highly skilled, professional and dedicated staff.

We started the year at Upper Sandy Creek Primary with 9 students. By the end of the year our numbers had risen to 17. Last year we increased our human resources with a 0.8 teacher and 0.2 business manager.

Our school community is driven to fulfill our vision and mission statements:

**OUR VISION:**

Our students enjoying their learning journey, accepting challenges, thriving socially, being emotionally confident and developing values for life.

**OUR MISSION:**

Upper Sandy Creek Primary School community are committed to making education the most enjoyable, diverse, engaging and modern experience for our students.

**OUR VALUES:**

- Care and Compassion
- Responsibility
- Respect
- Honesty and Fairness

These values are reflected in everything we do.

### Framework for Improving Student Outcomes (FISO)

#### EXCELLENCE IN TEACHING AND LEARNING - Building practice excellence

Professional learning is informed by the collection, analysis and evaluation of student data - Teachers routinely use student learning data to diagnose their own development priorities. They review actual changes in practice following formal professional learning programs, document the impact of new approaches and plan further improvements. The staff worked on the implementation and delivery of a Whole School Model for Literacy and Numeracy Instruction. This model was reflected in our planning and classroom practice. Staff also worked on using data to track student progress and use in classroom practice. Essential Assessment helped us collect and collate data for both literacy and numeracy. We also produced data walls to track student progress and implemented additional conferences with students regarding their data and planned and set goals to maintain improvement. The staff feel extremely confident in our practice and our use of students data.

#### POSITIVE CLIMATE FOR LEARNING - Empowering students and building school pride

Regular opportunities for sharing and celebrating student and school achievements are planned to build pride and connectedness through school assemblies, classroom presentations and newsletters.

The school implemented two new platforms to streamline communication between school and parents. The uEducateUs app allows parents to manage attendance and all correspondence from school including permission forms. This has been well received in terms of notifications for events and the transfer of information. Towards the end of 2019 we introduced SeeSaw, another application to promote student work, goals and achievements to parents and friends who signed on. 2019 will see further exploration of this application but early feedback from families is the application is well received.

**Achievement**

During the remote learning period our school was able to focus on 1-1 and small group work with focuses based on student need. We felt though this was very onerous for teaching staff that it was the best way to keep our reading and maths programs moving along. Students responded well to these sessions and we it also gave parents an insight into how we teach. Students developed autonomy over their learning and we had high levels of completed tasks. The use of technology will flow over into our programs next year with students completing homework and other tasks in class using the online platform. Term 4, with minimal distractions for the first seven weeks allowed us to focus in on students who missed online workshops and consolidate learning. Our results showed that students we able to maintain good levels of learning growth over the year. In both literacy and numeracy our percentage of students at or above in both literacy and numeracy averaged higher than the state. Our students made big gains over the year in reading school based data. 90% of our students achieved above average growth in reading. With the increase of students to 18 for 2021, we will be increasing our teaching staff and continue the focus on literacy and numeracy programs. The staff feel then need to continue work from the 2020 AIP into 2021 around the work implementing Hands on Maths program and Sounds Write phonics.

**Engagement**

We continued to work with our parents during 2020 focusing on better engagement with the app introduced in late 2019 called ueducateus. Using this app we were able to communicate with parents on a range of school related items, attendance being one. Remote learning enabled us to us it a lot to communicate session times. Our use of Seesaw also improved over the remote learning period with students using this to upload documents and keep a record of task and samples of work. Teachers feel that there is still work to be done to use this as a tool to record and monitor particularly student goals. Our ATSS showed that all our year 4-6 felt a strong sense of connectedness with 100% recording a positive endorsement. Our attendance data for the first time in many years exceeded the statewide average. This was effected by the remote learning phase and also some students who came during Term 4 with historically poor attendance and then shifting without an actual transfer. We are in contact with parents regularly regarding attendance, our app sends parents a notification and we contact parents directly when attendance issues arise. We use the schools newsletter to keep parents aware of the importance of attending school.

**Wellbeing**

Our school commenced participation in the Resilience, Rights and Respectful Relationships programs with our cluster. We commenced the work and training in Term 1 and then the program was halted due to COVID. We recommenced the units of learning with the student in Term 4 but plan on it's full implementation in 2021. During 2021 we instituted some online opportunities for students to participate in Wellbeing sessions with teachers and held weekly parent feedback sessions to ascertain levels of wellbeing and engagement and staff were flexible in the delivery of remote learning. In Term 4 we were able support families to transition back to school by hosting an information evening, inviting parents to join us to discuss the upcoming term and expectations. The school supported families with access to agencies and information was shared through our media sources regarding services for families and students.

**Financial performance and position**

Last year the school recorded a small deficit \$6402 that was offset by the surplus generated in 2019 resulting in a total surplus on the Credit line for the school of \$9846. The school received \$18000 equity funding which was used to support students with additional needs such as speech sessions, 1-1 tutoring and helped support the delivery of curriculum areas for students. Equity funding was also used to support the implementation of our numeracy program and allow teachers to receive professional development in teaching of phonics.

The school has transparent processes that ensures expenditure is targeting student learning growth and the provision of a safe, inclusive and engaging learning environment. Further vegetation removal works are planned following a tree audit. The school has additional fire preparedness measures it needs to be supported with to have a secure shelter in place. The school is still working with VSBA on resurfacing our basketball court, a new toilet block. The school council would like to use some of it's cash to build a new playground. This will be budgeted for 2021 using our carry forward cash balance of \$81440.00.

**For more detailed information regarding our school please visit our website at**  
<http://uppersandycreekps.vic.edu.au/>

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 9 students were enrolled at this school in 2020, 5 female and 4 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) which takes into account parents' occupations and education.

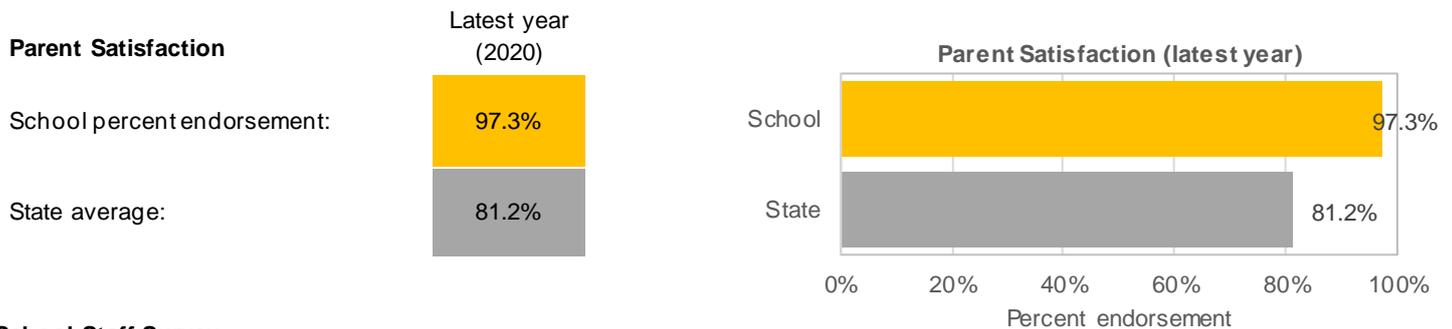
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

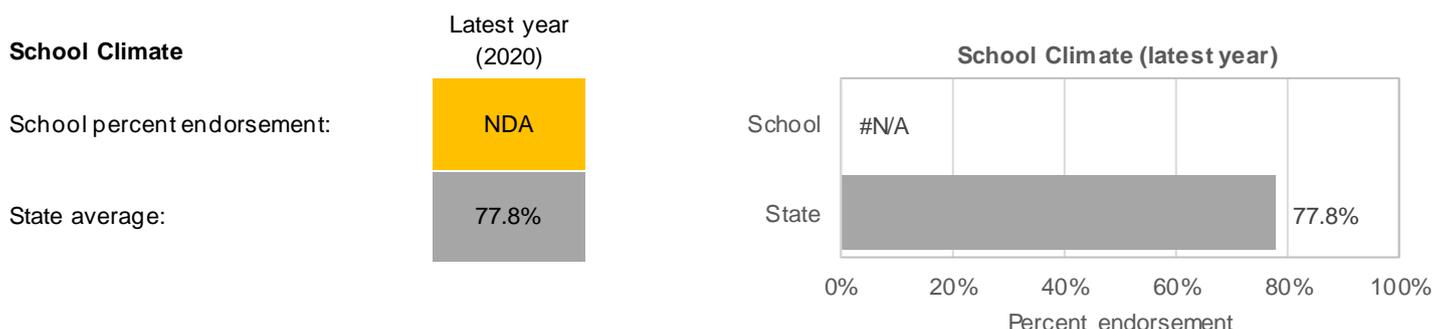


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

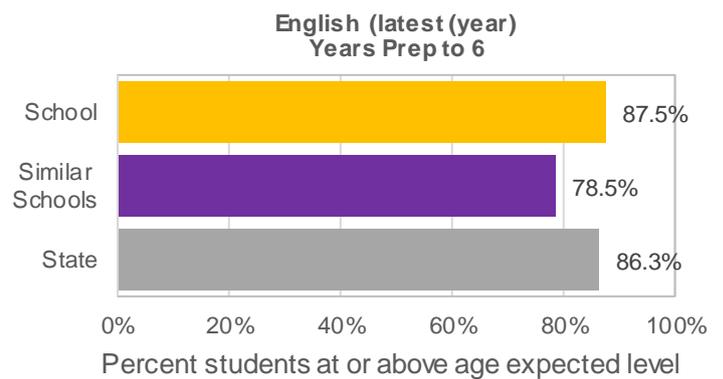
87.5%

Similar Schools average:

78.5%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

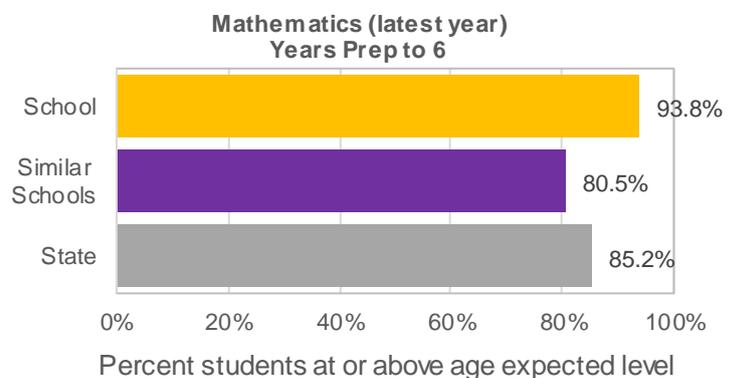
93.8%

Similar Schools average:

80.5%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

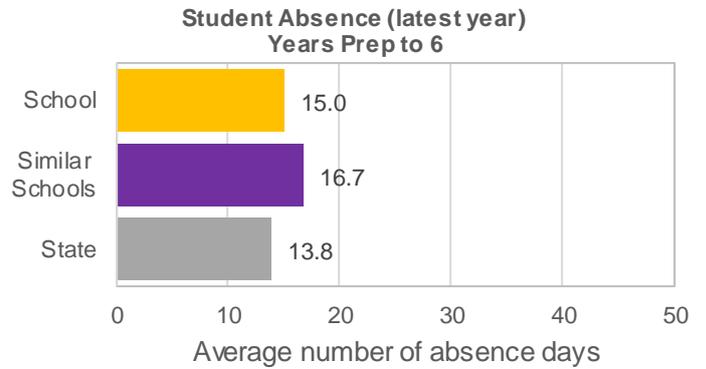
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	15.0	12.0
Similar Schools average:	16.7	17.6
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	97%	NDA	88%	NDA	NDP	NDP	NDP

**WELLBEING**

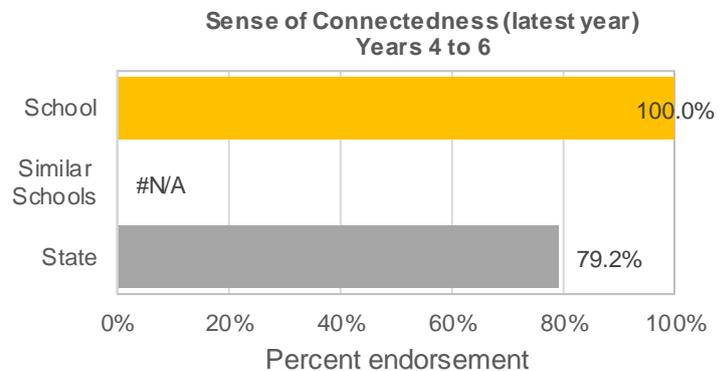
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**Student Attitudes to School – Sense of Connectedness**

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	100.0%	98.3%
Similar Schools average:	NDP	82.1%
State average:	79.2%	81.0%



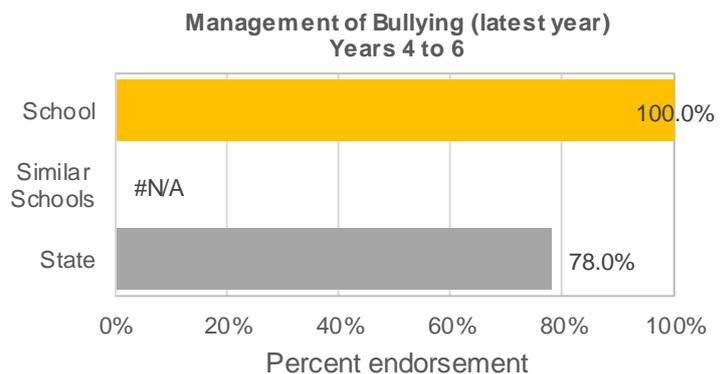
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	100.0%	100.0%
Similar Schools average:	NDP	82.7%
State average:	78.0%	80.4%



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

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$245,227
Government Provided DET Grants	\$116,988
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$1,110
Locally Raised Funds	\$252
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$363,577</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$19,369
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$19,369</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$235,444
Adjustments	NDA
Books & Publications	\$1,113
Camps/Excursions/Activities	\$1,358
Communication Costs	\$943
Consumables	\$11,740
Miscellaneous Expense <sup>3</sup>	\$2,833
Professional Development	\$700
Equipment/Maintenance/Hire	\$10,233
Property Services	\$36,296
Salaries & Allowances <sup>4</sup>	\$13,391
Support Services	\$1,309
Trading & Fundraising	\$450
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$4,369
<b>Total Operating Expenditure</b>	<b>\$320,177</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$43,400</b>
<b>Asset Acquisitions</b>	<b>NDA</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 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$78,805
Official Account	\$2,635
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$81,440</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$13,728
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$24,712
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$18,000
Capital - Buildings/Grounds < 12 months	\$20,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	\$5,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$81,440</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.*