2019 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).
- 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 2019 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 March 2020 at 03:11 PM by Matthew Vincent (Principal)

The 2019 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.

To be attested by School Council President

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.

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.

Our school is excelling in the delivery of IT with students engaged in coding, three dimensional printing and modelling and multi-use application of computers. We have a strong stem program where the students explore the combination of design, construction and testing. We also provide specialist music, all students learn guitar and ukulele as well as Art, Science and Indonesian specialists.

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 2019 we aimed to consolidate our practices around the implementation of an instructional model in Literacy. The staff worked with cluster schools to develop our use of HITS. We engaged in learning walks to ascertain if our instructional model was working and our teaching was having a high impact. We measured our students achievement data in terms of the growth they achieved as our curriculum program is differentiated to the students learning abilities. Essential Assessment helped us to track growth. All our students achieved 12 months growth throughout the units we delivered in numeracy. We implemented the use of a data wall to track student progress and use student data as our focal point for case studies and future planning of focus teaching. We developed regular data meetings to discuss student progress.

Whilst 25% of our students are below expected level in reading and 50% below in writing, students showed growth above 12 months. We are confident that these students will continue to bridge the gap given the support structures and our classroom practice that is in place.
Further work in 2020 will take place to strengthen our capacity to teach in reading and writing. We will be working with cluster schools to develop our ability to plan and deliver units and use assessment practices to inform our teaching in reading and writing.

Engagement

In 2019, our school aimed to further engage and streamline communications with our parents. We achieved this by introducing two new applications to aid in creating clearer and more accessible forms of school information and also improve parental engagement in their children education. Our staff have been working to develop high expectations of our learners and our use of Learning Journals to promote achievement and growth. Staff worked hard to build high quality relationships that enhance student engagement, self-confidence and growth in our learners. We continued our work developing Student Learning Journals and delivering curriculum content aimed at the students needs. Building on this we aimed to engage parents further in their child's learning with the use of the application titled SeeSaw. This enables instant information regarding student achievement to be shared with parents and comments be made and shared. It is also a digital sample of evidence for both teaches and parents of the students work. 2020 will see staff further develop their capacity to utilize this application and its features, with particular reference to the students learning goals. Students engagement at USC has always been high with excellent attendance records for the past 5 years. Our average attendance is 93%.
We will continue to promote the value of regular attendance and also high expectations of our students and families.

Wellbeing

Our results in the 2019 Attitudes to School Survey were quite good. 100% of our students felt a sense of connectedness and 100% of our students felt that the school manages and addresses bullying. All our factors were above 90%. We did have small percentages of invalid responses in some categories which needs to be addressed. Wellbeing was woven into our Individual Education Plan process, with particular emphasis being placed on transition to year 7. Students were immersed in developing an understanding of our values and working with each other to understand our strengths and areas for improvement in the social and emotional setting. Students then developed goals which became part of the IED plans. Our staff work closely with parents to maintain student and family wellbeing. This fosters a strong partnership between home and school.
In 2020 the school will participate in the Respectful Relationships program. We will continue to maintain our strong links to the Valley's Cluster to support diversity for our students.

Financial performance and position

2019 our school generated a surplus of $16,248 in our SRP. This was due to a staff member completing the redundancy phase as part of the excess process. Term 4 saw the school use CRT's to cover the administration requirements for the principal and support with the classroom teaching. The school received $5000 equity funding which was used to support students with a 1-1 reading intervention program as we have a portion of our students achieving below the expected level. The school received level 2 funding (New Integration) of $17,106. A large portion was used for language support and integration, ES support for the student. The school has transparent processes that ensures expenditure is targeting student learning growth and the provision of a safe, inclusive and engaging learning environment. The school also spent $10,000 of cash money from the budget to upgrade water storage and bush fire preparedness with an additional $40k litres of water and 4 roof mounted water cannons on the main building (SIP). Further vegetation removal works, fire preparedness measures, resurfacing our basketball court and music program have been budgeted for 2020 using our carry forward cash balance of $48,956.00.

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

Performance Summary

The Government School Performance Summary 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

Key: *"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 9 students were enrolled at this school in 2019, 2 female and 7 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: Low

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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	np	85.8	79.2	92.0

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	np	79.5	68.5	87.9

Key: *"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary year levels.*

"Similar School Comparison" is a way of comparing school performance to similar schools in Victoria that takes into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are 'Similar', 'Above' or 'Below' relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	70.0	89.7	81.7	95.0	Below
Mathematics	90.0	90.3	81.8	95.8	Below

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	np	76.5	60.0	90.0	np
Year 3	Numeracy (latest year)	np	67.7	50.0	84.6	np
Year 5	Reading (latest year)	np	67.6	50.0	83.1	np
Year 5	Numeracy (latest year)	np	59.3	41.2	76.4	np

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	np	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	np	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	np	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	np	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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). If the student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	np	np	np
Numeracy	np	np	np
Writing	np	np	np
Spelling	np	np	np
Grammar and Punctuation	np	np	np

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	10.8	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	11.9	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	97	97		94	94	97	91

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	93.3	80.9	71.8	88.9	Similar
Percent endorsement (3 year average)	97.8	81.4	73.9	88.1	-

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	100.0	81.6	72.2	90.0	Above
Percent endorsement (3 year average)	100.0	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	$231,548
Government Provided DET Grants	$65,978
Government Grants Commonwealth	$1,500
Government Grants State	$0
Revenue Other	$3,568
Locally Raised Funds	$1,875
Capital Grants	$0
Total Operating Revenue	**$304,468**

Equity [1]	Actual
Equity (Social Disadvantage)	$5,000
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$5,000**

Expenditure	Actual
Student Resource Package [2]	$215,593
Adjustments	$0
Books & Publications	$310
Communication Costs	$816
Consumables	$6,738
Miscellaneous Expense [3]	$10,794
Professional Development	$913
Property and Equipment Services	$24,426
Salaries & Allowances [4]	$20,558
Trading & Fundraising	$1,686
Travel & Subsistence	$1,567
Utilities	$2,739
Total Operating Expenditure	**$286,141**
Net Operating Surplus/-Deficit	**$18,327**
Asset Acquisitions	**$99**

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	$46,044
Official Account	$2,912
Other Accounts	$0
Total Funds Available	**$48,956**

Financial Commitments	Actual
Operating Reserve	$10,000
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$13,956
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$5,000
Capital - Buildings/Grounds < 12 months	$15,000
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$5,000
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	$48,956

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 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

WHAT DOES THE *ABOUT OUR SCHOOL* SECTION REFER TO?

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

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.

WHAT DOES THE *PERFORMANCE SUMMARY* SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
    - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
    - English and Mathematics for Teacher Judgements against the curriculum
    - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement
- student attendance and engagement at school, including:
    - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS) factors:
    - Sense of Connectedness
    - Management of Bullying

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

WHAT DOES *SIMILAR SCHOOL COMPARISON* REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES '*DATA NOT AVAILABLE*' OR '*NP*' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only 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 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.

'Levels A to D' 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').