

2022 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 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 27 April 2023 at 04:09 PM by Matthew Vincent (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 17 May 2023 at 08:42 AM by Sheridan Arundel (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
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Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Upper Sandy Creek Primary School is a small rural school located 30min from Wodonga in the North East of Victoria. Our school 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. We pride ourselves on having happy and engaged students. This is a big priority for our school and the staff and school community work hard to promote this. 2022 saw the school's enrolments reach 30 students. The staff, students and school community were looking forward to a year without remote learning interruptions. Students enjoyed a range of activities once again such as camps and excursions and cluster sport days.

Our staff consisted of 1 teaching principal, 2 teachers at 1.0 teaching p-2 and 3-6. We were also fortunate to pick up an ES teaching support person for 3 hours per day. We were able to increase our teaching time fractions in part to increasing enrolments and also funding through the Tutor Learning Initiative. 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 also had a teacher in the second year of the Primary Maths Science Initiative which saw our classroom teacher receive high level training aimed at improving the delivery of Science.

We started the year at Upper Sandy Creek Primary with 24 students. By the end of the year our numbers had risen to 29.

Our school community is driven to fulfil 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, Upper Sandy Creek PS had a dedicated focus on the state-wide Key Improvement Strategy of 'Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy'.

The school achieved this by:

- Embedding Collaborative Planning Time to support teacher collaboration with a focus on formative assessment, planning, and differentiation.
- Implement 1-1 and small group direct instruction in literacy and numeracy.
- Developing the capacity of teachers to implement the school's agreed instructional models with a focus on differentiated teaching.
- Implementing professional learning in literacy and numeracy.

In 2022, the school continued its journey of implementing the Sounds Write Phonics program, this time with two new teachers undertaking the training. We also undertook PD with our new staff on the teaching of writing using the Traits. Staff participated in network Communities of Practice and engaged with the Oz Lit teacher, completing the Masterclass in teaching the Traits of writing. We continued our involvement in collaborative assessment with our cluster of schools. With the advent of 1-1 and small group support through the Tutor Learning Initiative we were able to improve student learning growth. Most students showed growth at or

above expected level however 9 students achieved below expected growth in learning in reading and viewing. Our overall results in reading showed 90% of students at or above in reading across the school and 86% at or above in writing.

In numeracy we continued our implementation of the Hands on Maths Program, as recommended by the Primary Maths Program. Staff have enjoyed engaging with the content of the program and the majority of students showed good learning growth over the year. We had 83% of students achieve at or above results in numeracy. Staff will continue to work utilising the Hands on Maths Program and students will be further supported in 2023 with additional staff and dedicated intervention for students at risk.

Wellbeing

During 2022, our school had a dedicated focus to mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. We were able to achieve this through:

- Developing staff capacity to deliver Whole School approaches to Health and wellbeing (Respectful Relationships, Student referral processes, The Resilience Project, and introduction of Play is the Way)
- Identifying and providing timely and targeted interventions to at risk students. (Individual Education Plans, Lunch Time activities, Child Safe Standards, Visiting Wellbeing teachers and activities)

The school received a government grant through the Active School Program that was spent to reconnect students in our cluster to enhance transition opportunities for our Year 6 students. We organised 4 very well attended and successful sports days covering a range of sports with professional coaching.

Our school's Wellbeing outcomes as reported in the Attitudes to School Survey, the school had:

- 97% Positive endorsement across the survey
- 100% Positive endorsement, *Sense of Connectedness*

Engagement

In 2022, after 2 years of interrupted learning, our school identified that school engagement would occur with efforts centred around reengaging students and families. The staff focused on differentiated learning, point of need and planned teacher time, all element of our instructional model. We also delivered a diverse curriculum, building a strong learning community across the school. The school implemented teaching weekly cooking, utilising produce from our vegetable garden. Students also engaged in Science, Arts, Technology and Humanities and Music as weekly subjects rather than Integrated subjects as in the past.

We welcomed back families to community events and developed a Fundraising Committee whose efforts focused on engagement. We attended camps, excursions and participated in all cluster school activities including sport and science days. We conducted assemblies, developing opportunities for students to contribute and have responsibilities across the school.

Our 2022 Attitudes to School Survey data is always strong, our students feel connected and safe at school.

- 100% of students feel connected and included
- 100% positive endorsement for *Stimulated Learning*

Our school's attendance data has traditionally been very strong. 2022, after returning from 2 years of remote learning, we had a high number of illnesses across the school amongst students and staff. It was also the first opportunity for some families to have a holiday. We had 33% of students record 20 or more days absent in 2022, the highest we have ever experienced.

Financial performance

Upper Sandy Creek Primary School performed well financially in 2022. Our financial position has ensured that the program budgets continue to be well catered for, with an emphasis on continuing to provide a safe and accessible learning environment for our entire school community. The continued good financial management practices adhered to, enable the use of school funds to the optimum benefit of the school community including technological improvements and improvements to our grounds and physical spaces. 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 Upper Sandy Creek Primary School, School Council approvals and the intent/purposes for which funding was provided or raised.

The school has a new basketball court, repaired sports shed, storage shed extension and concreted paths. The school received \$64,000 through the Rolling Facilities program to undertake maintenance and repairs for those projects. We have built a mud kitchen area with raised deck, planted new shade trees and are planning on developing a new sensory play space. The also received funding of \$288,000 from the State Government to build a new toilet block. This work will take place in 2023.

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 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 24 students were enrolled at this school in 2022, 13 female and 11 male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

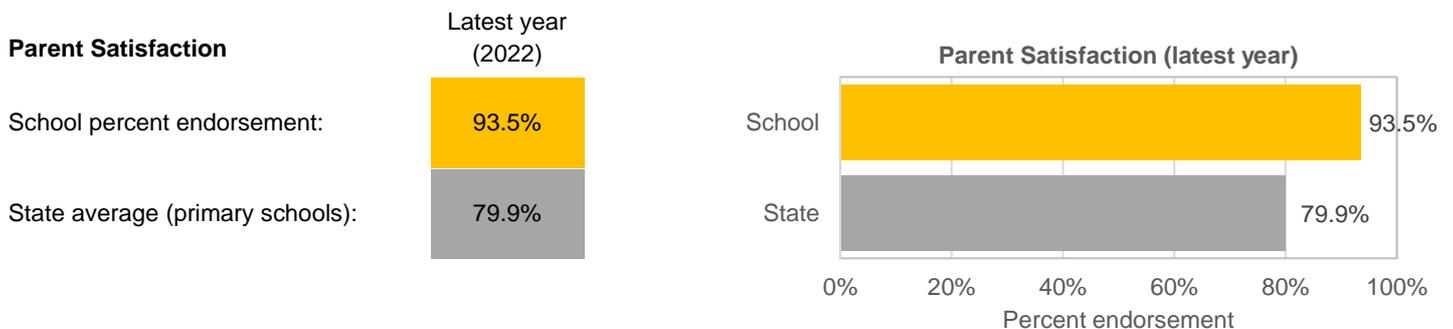
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

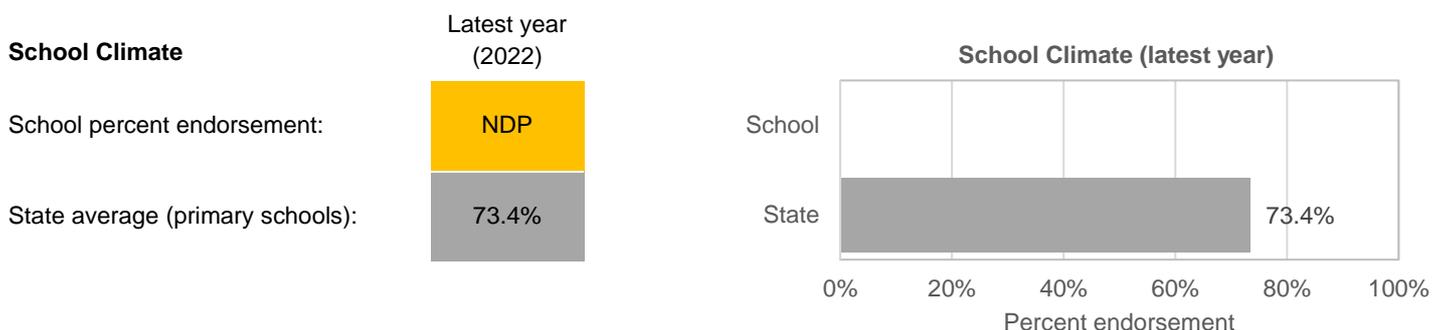


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

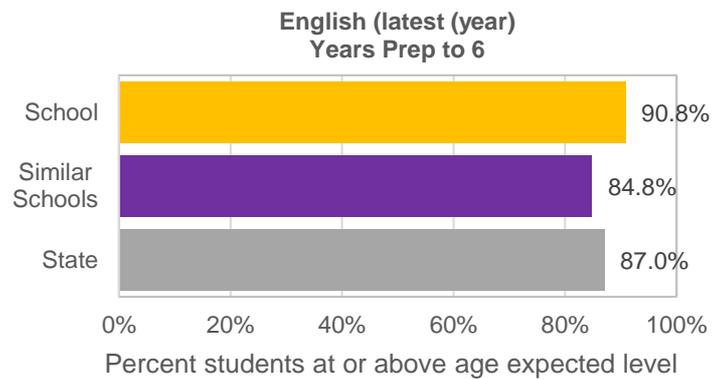
90.8%

Similar Schools average:

84.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

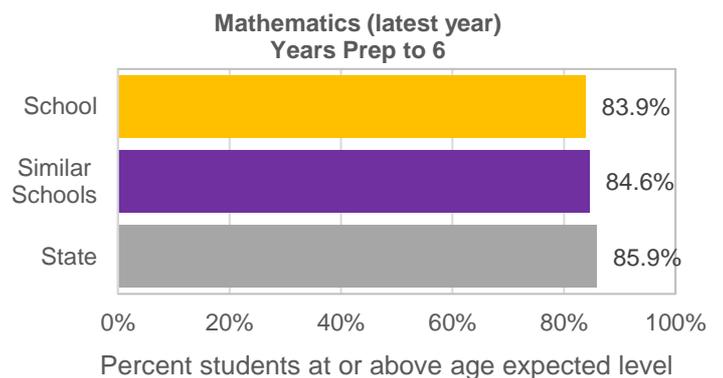
83.9%

Similar Schools average:

84.6%

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.

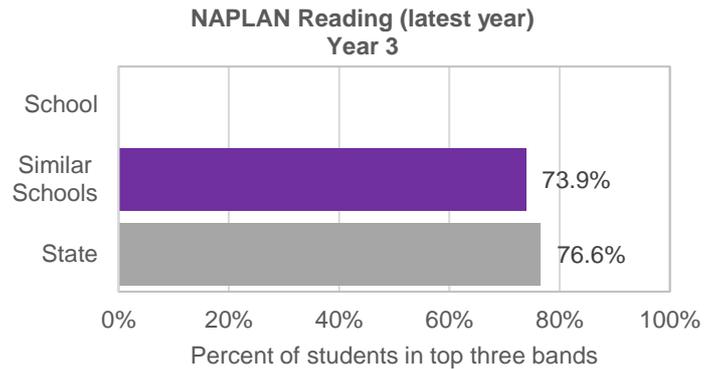
NAPLAN

Percentage of students in the 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.

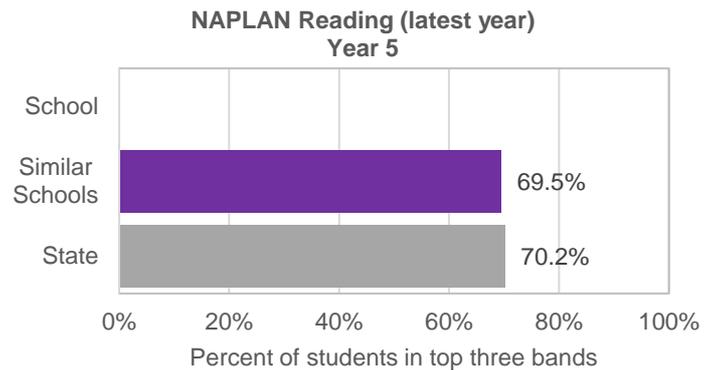
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	72.7%
Similar Schools average:	73.9%	71.9%
State average:	76.6%	76.6%



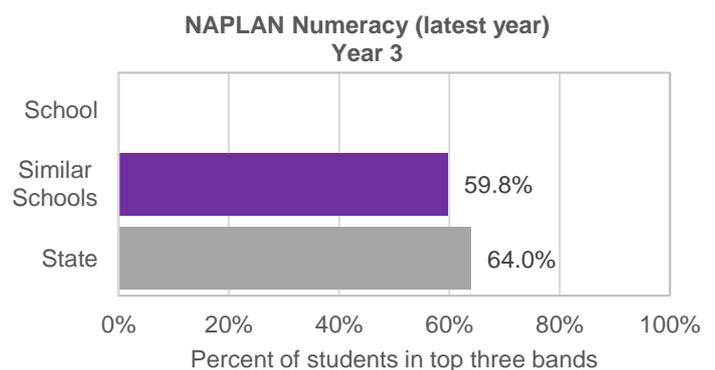
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	62.5%
Similar Schools average:	69.5%	67.2%
State average:	70.2%	69.5%



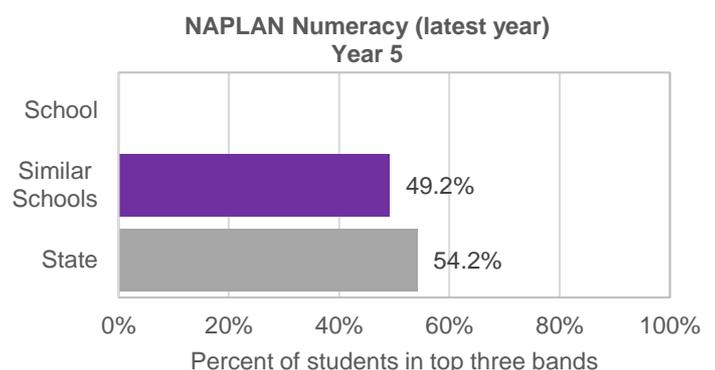
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	60.0%
Similar Schools average:	59.8%	66.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	12.5%
Similar Schools average:	49.2%	53.0%
State average:	54.2%	58.8%



WELLBEING

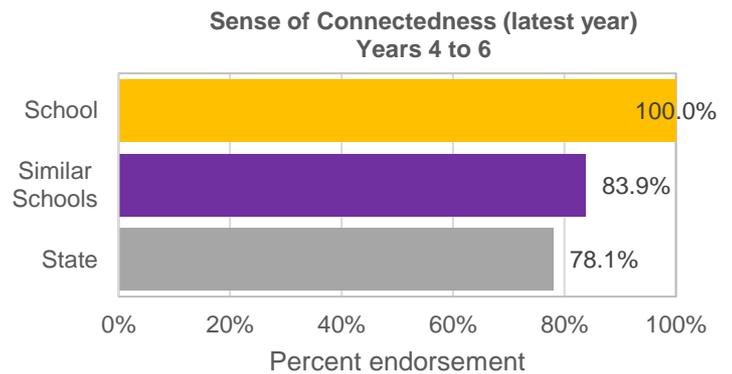
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	100.0%	98.5%
Similar Schools average:	83.9%	81.7%
State average:	78.1%	79.5%

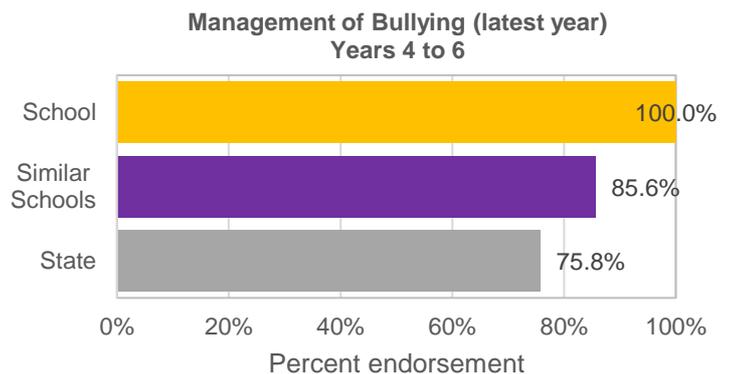


Student Attitudes to School – Management of Bullying

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:	100.0%	100.0%
Similar Schools average:	85.6%	84.6%
State average:	75.8%	78.3%



ENGAGEMENT

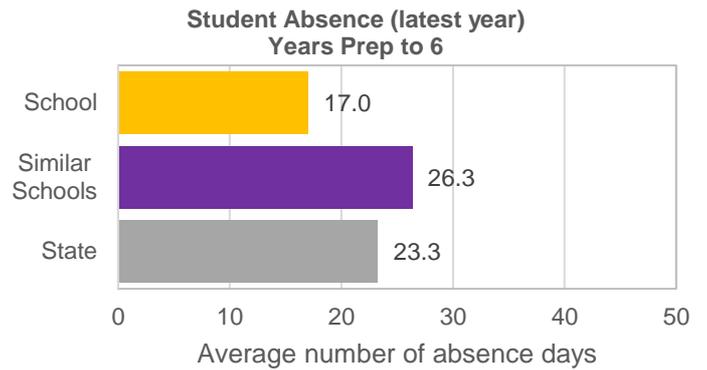
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	17.0	14.0
Similar Schools average:	26.3	17.6
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):	89%	93%	92%	93%	90%	NDP	NDP

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$468,434
Government Provided DET Grants	\$286,041
Government Grants Commonwealth	\$1,500
Government Grants State	\$0
Revenue Other	\$2,484
Locally Raised Funds	\$4,289
Capital Grants	\$0
Total Operating Revenue	\$762,748

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	\$396,035
Adjustments	\$0
Books & Publications	\$1,792
Camps/Excursions/Activities	\$15,214
Communication Costs	(\$220)
Consumables	\$18,716
Miscellaneous Expense ³	\$3,708
Professional Development	\$4,179
Equipment/Maintenance/Hire	\$20,367
Property Services	\$33,298
Salaries & Allowances ⁴	\$40,976
Support Services	\$4,469
Trading & Fundraising	\$1,361
Motor Vehicle Expenses	\$151
Travel & Subsistence	\$0
Utilities	\$3,861
Total Operating Expenditure	\$543,906
Net Operating Surplus/-Deficit	\$218,842
Asset Acquisitions	\$5,455

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$209,258
Official Account	\$3,232
Other Accounts	\$0
Total Funds Available	\$212,491

Financial Commitments	Actual
Operating Reserve	\$21,559
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$120,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$30,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$20,932
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$212,491

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.