

2018 Annual Report to The School Community



School Name: Mount Waverley Heights Primary School (4832)



- 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 Regulation 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 2018 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 14 March 2019 at 05:03 PM by Sharon Reiss-Stone (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 25 March 2019 at 01:10 PM by Airlie Anderson-Weir (School Council President)

About Our School

School context

Mount Waverley Heights Primary School is situated in Mount Waverley on attractive grounds with plenty of space and resources for students to enjoy. A brand new Early Years (P-2) building was constructed in 2018 providing luxury modern learning spaces. Students at Mount Waverley Heights have the opportunity to participate in a broad and engaging range of programs and activities, supported by staff who really know each and every child. The school had 7 equivalent full-time staff, 5 part-time teachers, 2 Principal Class staff and 7 Education Support Staff. There is a positive enrollment trajectory with 196 students enrolled in 2018. We have students from 25 different countries. 79 students speak a language other than English at home. This is 39% of the student body.

At Mount Waverley Heights we have a consistent whole school learning and teaching approach, providing students with explicit instruction and stimulating and challenging tasks. In 2018, the school established an industry partnership with Google, HP, Datacom and BenQ. This partnership will see MWHPS become a world-class IT Beacon School with cutting edge practices. An investment in 100 Chromebooks, upgrade to infrastructure and regular professional learning for all staff have assisted in this journey. The introduction of our STEAM program where rigorous academic concepts are coupled with real world lessons whereby students apply Science, Technology, Engineering, The Arts and Mathematics in contexts that make connections between school and real-life learning.

An extensive range of programs are offered to further nurture student learning and cater for individual talents and interests. These include: Visual & Performing Arts, Japanese, Physical Education, Science and Sustainability Programs, Dance, Taiko Drumming, Instrumental Music Tuition, School Productions, Swimming and Camping Programs, ICAS and more.

Our vision is to connect, challenge and inspire our students through their learning; developing a sense of who they are, where they fit in and how they can make a difference. Our goal is to nurture the best in our students. We achieve this by providing a safe and stimulating learning environment, rich in values, where confidence, personal responsibility, respect and inclusiveness are fostered. This is highlighted through our three behaviour expectations – Be Responsible, Be Respectful and Be Inclusive. We recognise that all children grow at their own rate and in their own way. In the partnership between home and school, the common aim is to help each child grow into a well-rounded individual - physically, academically, socially, emotionally and ethically.

Framework for Improving Student Outcomes (FISO)

The improvement initiatives selected in 2018, were..

- Excellence in teaching and learning – Evidence based high impact strategies & Curriculum Planning and Assessment
- Positive Climate for Learning - Setting Expectations & Promoting Inclusion

In 2018, we continued implementing our school wide approach to the teaching of Math within the school's instructional model. Differentiating maths tasks and challenging students thinking through rich tasks and explicit instruction (at the Zone of proximal Development -ZP) have provided a consistent teaching approach across the school. Trialing the HITS (High Impact Teaching Strategies) of learning intentions and success criteria with the students, led to the development of rubrics based on major concept ideas. These assisted students identifying what they know and where to next with their learning. A range of assessment (including the use of Essential Math) have assisted teachers in their capacity to use student performance data to inform their teaching.

In English we continued to improve our reading practice through a consistent whole school approach and the use of critical thinking tasks. Assessment data was utilised to develop a whole school display, tracking progress and aligning intervention programs (e.g. Bridges, STA, EAL). Professional learning was undertaken in the 6+1 Trait

Writing approach. It has assisted in improving teachers writing instruction, developing their skills and understanding of what quality writing looks like and honing their ability to provide student feedback.

Continued implementation of the SWPB (School Wide Positive Behaviour Program) approach assisted in setting a positive climate for learning. Staff worked with a consultant exploring the 6 second model (Emotional Intelligence) and how these practices enhance team work and collaboration. The goal for 2019, is to embed these practices into our wellbeing program for the students.

Our kinder transition program was expanded and a range of community events organised to strengthen links in the broader community.

Achievement

Literacy and Numeracy data is excellent with the school performing way above state median results in both Reading and Numeracy. NAPLAN targets were surpassed for both areas. There has been a significant increase in the number of students in the top three NAPLAN bands in both Year 3 & 5.

NAPLAN TOP 3 BANDS (Median results)

	SCHOOL	STATE
Year 3 Reading	95.5	76.5
Year 3 Numeracy	86.4	72.5
Year 5 Reading	83.3	64.9
Year 5 Numeracy	73.7	55.6

The school's NAPLAN targets % In top two bands:

	TARGET	SCHOOL RESULTS
Year 3 Reading	43%	82%
Year 3 Writing	47%	72%
Year 3 Numeracy	22%	55%
Year 5 Reading	36%	61%
Year 5 Writing	47%	72%
Year 5 Numeracy	17%	47%

Looking at the NAPLAN learning gain, students demonstrated great growth in all areas, which supports the effectiveness of the teaching and learning programs delivered within the school. A medium to high gain in all areas (88% of students in Reading, 77% of students in Writing, 88% of students in spelling, 82% in Grammar & Punctuation and 89% of students in Maths) was achieved in 2018.

Future Directions:

Teachers have also noted an increase in the quality of student writing as a result of using the 6+1 Traits. Techniques introduced (particularly in voice) have strengthened student's writing. Greater sophistication a broader use of vocabulary, a strong sense of voice and imagery have been noted. Utilising the Crate Trait, feedback rubrics and resources will be implemented in 2019.

Continuing to utilise rich learning tasks in math will assist students in developing necessary problem solving skills so that they work like a 'mathematician'. It also helps to make math meaningful. Collecting, finding and documenting resources to help with inquiry math will be a further focus in 2019. Being part of the Primary Mathematics and Science Initiative will also assist in developing our learning and teaching practices.

Engagement

Mount Waverley Heights Primary School is committed to promoting a caring environment that fosters student learning and engagement. Recognising that parent support for, and involvement in, their children's education is a

critical factor in student engagement and achievement, a number of strategies have been employed to foster positive relationships. The school has a range of programs and activities to strengthen the partnership between home and school that engages parents in their child's learning. Communicating regularly with parents and families of students through our school website, Sentral app, school and level team newsletters, information exchange evenings, whole school communication nights, social media, etc

Student Attitudes to School Survey results were excellent across many areas. In particular the following sub sections stood out: 'Effective Teaching Time' whereby 88% of students understood what they were learning and why, that teachers would regular check that students understood the task, asks questions that challenge thinking and explain difficult things clearly. 'Differentiated Learning' was also positive, whereby students acknowledged that their teacher understood how they learn and how to help them do their best. 'High expectations for success' was outstanding whereby 94% of students knew that their teacher believed in them and that they expected them to do their best.

Student attendance shows that students are attending school regularly and at a rate better than the Victorian school average. Absenteeism was due to extended family holidays and illness. Tracking of absenteeism, publishing the importance of being at school, that 'every day counts', and increased teacher follow up are some strategies that will continue to be employed in 2019.

Wellbeing

Acknowledging that student wellbeing and student learning outcomes are inextricably linked, building a positive school culture that supports student social and emotional learning is paramount.

School Wide Positive Behavior Program (SWPB) continued to support the cultural changes at the school. This year student's devised wellbeing lessons which embed the Habits of Mind and reinforce our school expectations – Be Responsible, Be Respectful and Be Inclusive. Our school leaders successfully ran lessons based on the Habits of Mind for students across the Year 3-6 area. Positive reinforcement strategies such as PB's (Personal Bests) were awarded from staff and also handed out by our student leaders empowering students to fully and proudly participate in school life. In 2019, the school will seek SWPB accreditation. In 2018, staff participated in professional learning based on the 6 second Emotional Intelligence model. The second phase in 2019 will involve embedding Emotional Intelligence activities within the well-being framework to further improve resilience, persistence and their understanding of emotions.

A rigorous transition program was offered for future and existing students as they transition from one year level to another. In addition to our schools transition program, we offered our 'Piece Together Prep' sessions for pre-schoolers, developing school readiness skills.

Financial performance and position

Mount Waverley Heights Primary School has maintained a sound financial position through careful and strategic spending. During the year we incurred a surplus of \$18076. The school's total operating revenue for 2018 excluding the Student Resource Package was \$467527. Government Grants – Departmental and Commonwealth made up \$275151 (59 %) of revenue. The balance of school revenue came from locally raised funds \$188405 (40%) and bank interest \$3971 (1%). The locally raised revenue included such items as camp fees, hire of facilities, excursion fees, school levies, parent fundraising and profits from the uniform shop. The importance of these locally raised funds to support the delivery of teaching programs and maintain the high standard of achievement at Mount Waverley Heights cannot be over stated. The total expenditure for the school in 2018 excluding the Student Resource Package was \$472,585 with the major components being Property Maintenance for contract cleaning, sanitation, building and ground works, refuse and garbage and equipment purchases \$203,980 (43%), Salaries and Allowances for local payroll teacher support staff, casual relief staff and superannuation \$57,188 (12%), Trading Operations and Fundraising \$41,351 (9%) and Miscellaneous Expenses for camps, excursions and activities,

administration costs and school marketing \$101,074 (21%). Given the fact that building works occurred over the school year with unforeseen expenditures, the school has continued to manage its financial resources in a very prudent manner for 2018.

For more detailed information regarding our school please visit our website at
<https://mountwaverleyheightsps.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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

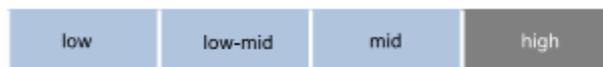
Enrolment Profile

A total of 196 students were enrolled at this school in 2018, 87 female and 109 male.

35 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school: ● Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Higher</p> <p>● Similar</p> <p>● Similar</p> <p>● Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Higher</p> <p>● Higher</p> <p>● Higher</p> <p>● Higher</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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 current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>12%</td> <td>35%</td> <td>53%</td> </tr> <tr> <td>Numeracy</td> <td>11%</td> <td>33%</td> <td>56%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>59%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>12%</td> <td>47%</td> <td>41%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>35%</td> <td>47%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	12%	35%	53%	Numeracy	11%	33%	56%	Writing	24%	59%	18%	Spelling	12%	47%	41%	Grammar and Punctuation	18%	35%	47%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	94 %	94 %	94 %	93 %	92 %	95 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	94 %	94 %	94 %	93 %	92 %	95 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,575,263	High Yield Investment Account	\$62,554
Government Provided DET Grants	\$274,551	Official Account	\$12,468
Government Grants Commonwealth	\$600	Total Funds Available	\$75,022
Revenue Other	\$3,971		
Locally Raised Funds	\$188,405		
Total Operating Revenue	\$2,042,790		
Equity¹			
Equity (Social Disadvantage)	\$14,911		
Equity Total	\$14,911		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,552,129	Operating Reserve	\$30,000
Books & Publications	\$259	School Based Programs	\$20,000
Communication Costs	\$3,311	Asset/Equipment Replacement > 12 months	\$3,000
Consumables	\$37,101	Maintenance - Buildings/Grounds > 12 months	\$22,022
Miscellaneous Expense ³	\$101,074	Total Financial Commitments	\$75,022
Professional Development	\$7,493		
Property and Equipment Services	\$203,980		
Salaries & Allowances ⁴	\$57,188		
Trading & Fundraising	\$41,351		
Utilities	\$20,828		
Total Operating Expenditure	\$2,024,714		
Net Operating Surplus/-Deficit	\$18,076		
Asset Acquisitions	\$26,000		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 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
- 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)
- 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).

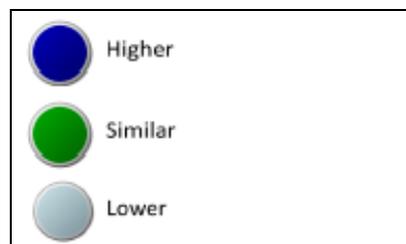


What does *School Comparison* refer to?

The 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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' 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 and Community Schools 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 their first 11 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').