2019 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 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 11:42 AM by Sharon Reiss-Stone (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.

Attested on 26 March 2020 at 06:18 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. 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 210 students enrolled in 2019. 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 continued to provide fantastic opportunities for our students. These included trips in to the city to hear from Space Engineers, launching of a rocket on our school oval and the chance to discuss the science of space exploration with key members of the RMIT Rocket Club. Professional Learning continued to be run by Google around Google classrooms and all their add ons and apps. This has seen a transformation in the way that we deliver and engage our students in their learning. 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. Our Inquiry showcase was a highlight of the year for our Year 3-6 students. Students were able to choose from three global challenges - How do we curb the extinction rate? If we can no longer sustain life on earth, where do we go and how do we get there? and If the worlds population continues to increase how do we feed everyone? They then were immersed in the topic prior to establishing a big question to investigate. Students were taken through a rigorous process from researching current developments in Australia and internationally to devising a solution and taking action. 21st Century learning skills were highlighted - Critical and Creative thinking strategies, IT, being flexible and adaptable and the ability to collaborate. A showcase was presented, so that parents had the opportunity to see the learning that had taken place for the past 6 months. Our Industry partners assisted in recognizing and awarding prizes based around the 21st century learning skills.

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 2019, were..
•	Excellence in teaching and learning – Evidence based high impact strategies & Curriculum Planning and Assessment
•	Positive Climate for Learning - Setting Expectations & Promoting Inclusion

In 2019, 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. Being part of the Primary Maths and Science Specialist Initiative (PMSS) has provided brilliant professional learning to our middle leaders and developed their ability to work effectively to build the capacity of the staff. A consistent whole school maths planner was established allowing for greater collaboration and discussion around data.

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.

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 mean results in both Reading and Numeracy in Year 3. The school is also performing above or equal to similar schools in all areas in Year 3. Naplan data was above state means in Year 5 for all areas except Reading and Grammar and Punctuation. There has been a significant increase in the number of students in the top two NAPLAN bands in both Year 3 & 5 for Numeracy.
NAPLAN TOP 2 BANDS (Mean results)

	SCHOOL	STATE
Year 3 Reading	68%	57%
Year 3 Writing	72%	57%
Year 3 Numeracy	60%	43%
Year 5 Reading	39%	40%
Year 5 Writing	27%	19%
Year 5 Numeracy	50%	32%

Future Directions:
Teachers have also noted an increase in the quality of student writing as a result of using the 6+1 Traits and the implementation of 'Bump it Up Walls'. 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 2020.

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 2020. 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: 'Excellence in Teaching and Learning' whereby 88% of students were motivated and interested to learn new things and that they were learning things that really interested them. '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 93% 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 2020.

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. Positive reinforcement strategies such as Class Dojos replaced PBs (Personal Bests) this year. Dojo points were awarded from staff and also handed out by our student leaders empowering students to fully and proudly participate in school life. Structured Wellbeing lessons were undertaken weekly across the school, with an emphasis on our School Expectations- Be Responsible, Be Respectful and Be Inclusive. In 2019, the school worked towards SWPB accreditation. A new team was formed, which represented teachers from each year level, which reviewed processes and made suggestions to refine practices across the school. This reflection process will continue into 2020. Sentral continues to be used to record behaviours and regularly reviewed to track effectiveness of the program.

A range of cultural celebrations were undertaken in 2019. We celebrated Greek Easter, Chinese Dragon Boat Festival, Eid and Hanukkah. Our families were invited to help coordinate events and engage with students to develop an understanding around each cultural celebration. During assembly students were invited to speak about the way their families celebrated these important festivals and we discussed the similarities and differences to other celebrations around the world. Students enjoyed the festivities - whether that was a special lunch or collaboratively designing dragon boats to race!

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. The work undertaken has seen a significant increase in enrollments for 2020.

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 $60,106. The school's total operating revenue for 2019 excluding the Student Resource Package was $467828. Government Grants – Departmental and Commonwealth made up $219,227 (47 %) of revenue. The balance of school revenue came from locally raised funds $246373 (53%) and bank interest $2227(0.4%). 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 2019 excluding the Student Resource Package was $427,541 with the major components being Property and Equipment Services for cleaning products, sanitation, building and ground works, refuse and garbage and equipment purchases $111,025 (26%), Salaries and Allowances for local payroll teacher support staff, casual relief staff and superannuation $19629 (5%), Trading Operations and Fundraising $56,077 (13%) and Miscellaneous Expenses for camps, excursions and activities, administration costs and school marketing $167,938 (39%). The school has continued to manage its financial resources in a very prudent manner for 2019.

For more detailed information regarding our school please visit our website at
**www.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 205 students were enrolled at this school in 2019, 96 female and 109 male.

36 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.

| low | low-mid | mid | high |
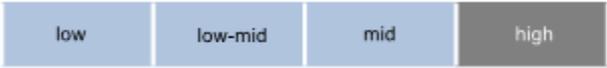
Parent Satisfaction Summary

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

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ——————————————— 100 Results: Mathematics 0 ——————————————— 100	Below ● Below ●

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: 🔷

Key: Similar School Comparison
🔵 Above 🔵 Similar 🔵 Below

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

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 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 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'.	**Reading** 45 % (Low) 35 % (Medium) 20 % (High) **Numeracy** 21 % (Low) 32 % (Medium) 47 % (High) **Writing** 28 % (Low) 56 % (Medium) 17 % (High) **Spelling** 21 % (Low) 47 % (Medium) 32 % (High) **Grammar and Punctuation** 32 % (Low) 58 % (Medium) 11 % (High)	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. 25% (Low) 50% (Medium) 25% (High) Statewide Distribution of Learning Gain (all domains)

Performance Summary

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** 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.	Results: 2019 0 ———————— 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ———————— 50 Few absences <------> Many absences	**Below** ●

Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
	90 %	92 %	91 %	92 %	92 %	92 %	92 %	

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: ◆	**Key:**	Similar School Comparison 🟢 Above 🔵 Similar 🔵 Below

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 Results: 2017 - 2019 (3-year average)	Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 Results: 2017 - 2019 (3-year average)	Above

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, 2019		Financial Position as at 31 December, 2019	
Revenue	**Actual**	**Funds Available**	**Actual**
Student Resource Package	$1,864,129	High Yield Investment Account	$106,282
Government Provided DET Grants	$190,507	Official Account	$11,123
Government Grants Commonwealth	$28,720	**Total Funds Available**	**$117,405**
Revenue Other	$2,227		
Locally Raised Funds	$246,373		
Total Operating Revenue	**$2,331,957**		
Equity[1]			
Equity (Social Disadvantage)	$16,392		
Equity Total	**$16,392**		
Expenditure		**Financial Commitments**	
Student Resource Package[2]	$1,844,310	Operating Reserve	$69,307
Books & Publications	$456	Funds Received in Advance	$25,509
Communication Costs	$3,167	School Based Programs	$3,829
Consumables	$36,176	Maintenance - Buildings/Grounds < 12 months	$25,000
Miscellaneous Expense[3]	$167,938		
Professional Development	$10,433	Asset/Equipment Replacement > 12 months	$10,000
Property and Equipment Services	$111,025	Maintenance - Buildings/Grounds > 12 months	$4,969
Salaries & Allowances[4]	$19,629		
Trading & Fundraising	$56,077	**Total Financial Commitments**	**$138,614**
Utilities	$23,022		
Adjustments	($383)		

Total Operating Expenditure	**$2,271,851**
Net Operating Surplus/-Deficit	**$60,106**
Asset Acquisitions	**$0**

(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 26 February 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
    - 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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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 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.

Above

Similar

Below

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').