

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

Attested on 12 March 2021 at 04:28 PM by Sharon Reiss-Stone (Principal)

The 2020 Annual Report to the school community:

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

Attested on 17 March 2021 at 06:23 PM by Airlie Anderson-Weir (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

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

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

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Our vision is to connect, challenge and inspire our students through their learning; At MWHPS we are committed to equipping our students to live and work successfully in the 21st Century, through a future focused learning approach. We inspire students to become innovators, entrepreneurs, lifelong learners and responsible global citizens. Preparing our students for an ever changing world is embraced through the integration of 21st Century Learning Skills. These include critical and creative thinking strategies, technology skills, communication skills, being flexible and adaptable and developing sound social and emotional skills. 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.

There is a positive enrollment trajectory with 265 students enrolled in 2020. An increase of 55 students from the previous year. Students represent 25 different countries with 110 students speaking a language other than English at home. This is 37% of the student body. There were 12 classes across the school. The school had 13 equivalent full-time staff, 5 part-time teachers, 1 Learning Specialist, 2 Principal Class staff, 7 Education Support Staff and 2 Administrative members.

At Mount Waverley Heights we have a consistent whole school learning and teaching approach, providing students with explicit instruction and stimulating and challenging tasks. Our industry partnership with Google, HP, Datacom and BenQ have seen a transformation in teaching practices aligned with 21st century learning objectives. This partnership continued to provide wonderful opportunities for both students and staff.

Framework for Improving Student Outcomes (FISO)

In 2020, MWHPS's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Excellence in Teaching and Learning, Evidence based High Impact Strategies, Curriculum Planning and Assessment and Positive Climate for Learning. This included:

- A continued focus on Learning Intentions & Success Criteria
- Building teacher capacity to analyse assessment data to inform teaching
- Utilising PMMS professional learning to explore Di Siemon's Big Ideas in Math

To support the implementation of these KIS, Learning Specialists were appointed as professional practice coaches to oversee the PMMS initiative. Whilst the global pandemic saw a disruption to school operations, our staff quickly adapted to online learning due to the excellent technology practices embedded. Both whole class and small group lessons were offered online throughout the lockdowns. Alongside these sessions, google classroom (Years 3-6) and our Learning Site (p-2) enabled tasks to be easily accessed by students and parents. Student progress was fed back through google classroom and Seesaw. Positive gains in the School's Attitudes to School and the Parent and Staff Opinion surveys showed clear evidence of the impact through questions relating to the School Climate, Sense of Connectedness and response to Online Learning. Our school's student survey for Years 3-6 also demonstrated positive trends throughout, with 85% of students believing that they were learning at the same rate or learning more during the online learning period. Our teachers ability to pivot and embrace new approaches was outstanding.

We utilised the lockdown as an opportunity to build a collective understanding of Di Siemon's Big Ideas in Math. Teachers across levels met online and reviewed research. Each team were responsible for putting together an overview of each big idea. Teams then presented their findings at a curriculum day in November, which helped everyone in developing a better understanding of the importance of each big idea. This led to the staff identifying Place

Value as the 2021, Term 1 focus for analysis. Teams were also involved in reviewing and updating the math term overviews to ensure that there was adequate focus on the big ideas throughout the relevant stages of development. The beginning of PLC training in Term 4 has provided our middle leaders with the opportunity to develop their leaderships skills and their ability to understand and utilise data more effectively.

Achievement

In 2020 the school was expected to undertake the School Review process. Unfortunately, due to covid the review process was postponed till 2021. The school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student. Once again due to the global pandemic, we partially met our 12 month targets. During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. A range of google apps and extensions allowed for greater student engagement. Students responded well to self-directed and project-based learning tasks during the remote learning period. In particular our Year 3-6 inquiry topics based on the UN's Global Sustainable Goals continued throughout the year, with some outstanding thinking and presentations.

Additionally, MWHPS has seen a significant increase in the number of students achieving above 12 months in both Reading and Number. Writing has been identified as an area for future focus, as the rate of improvement has been at a lesser rate than that of the other areas. In 2020, a range of students were identified to participate in the High Ability program organised by the DET. A range of additional literacy support in the classrooms and withdrawal groups were provided for EAL students and those with language difficulties.

Future directions: Continuing to utilise rich learning tasks and Learning Intentions and Success Criteria in math, will assist students in understanding their level of current achievement and support students in identifying and writing their own set learning goals . Exploring and connecting the Big Ideas in math and ensuring that these remain a high priority for targeted teaching will continue. The school will continue to build on the PLC initiative and work with staff to utilise assessment data to inform teaching in a more consistent and planned manner.

In 2021, we look forward to undertaking a School Review and setting the agenda and targets for the next four years.

Engagement

MWHPS students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement, and social capacity. During 2020, the emphasis on keeping our community connected was a priority. Our students reflection on their connectedness to school was about 10% above state results. Apart from regular online learning sessions, the work in this area involved regular phone calls to parents, individual meets with students, the mailing of birthday cards those celebrating their special day, online whole school assemblies, fun teacher videos, whole school challenges (Car Pool Karaoke, sushi rolls, famous artwork creations) and specialist lessons online. When returning to onsite learning, our students wellbeing remained a priority. Through our our schools School-Wide Positive Behaviour approach, lessons involving building and maintaining friendships, dealing with conflict, developing resilience, etc were undertaken. Class Dojo was utilised to reward positive behaviors' and as a whole school incentive approach. Communicating regularly with parents and families of students through our school website, Sentral app, school and level team newsletters, information exchange evenings, information nights and through a range of social media, helped to connect the community and keep everyone as informed as possible.

The school worked closely with families to support chronic absences and return to school processes. This involved the support of the SSS team and engaging with the families support personnel. Tracking of absenteeism, publishing the importance of being at school (that 'every day counts') and regular phone calls to parents, are some strategies that will continue to be employed in 2021.

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.

We have made significant progress in student wellbeing in 2020 despite the challenges.. In most areas of the AToSS we moved into the third and in some cases the fourth quartile, consistent with other locally collected data. The students results were well above similar and network schools in almost all areas with an emphasis on Effective teaching Practice for Cognitive Engagement. MWHPS has a slightly higher percentage when comparing data against the state, similar and network schools for Managing Bullying.

Student wellbeing continues to be a focus. In 2020, the school continued to promote a positive learning environment for all students through SWPBS approach. Regular wellbeing sessions were implemented to assist students in managing their emotions, building resilience and maintaining friendships. The wellbeing team represented teachers from each year level, reviewed processes and made suggestions to refine practices across the school. The wellbeing leader worked with the DET's SWPB coach to reflect on strategies and work towards accreditation. The Parent Attitude to School Survey showed that 93% of parents agreed that the school had a consistent approach to promoting positive student behaviour. Whilst parents weren't able to be actively involved in the school, they were able to participate in online school events such as assemblies, SRC lessons and their child's online learning.

The Staff health and Wellbeing, according to the School Staff Survey, was similar to like schools and slightly above the state.

Financial performance and position

MWHPS maintained a very sound financial position throughout 2020. The 2018-2022 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$63,773. 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. Equity funding was completely spent. The school has continued to manage its financial resources in a very prudent manner for 2020.

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

Performance Summary

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 265 students were enrolled at this school in 2020, 115 female and 150 male.

38 percent of students had English as an additional language and NDP 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.

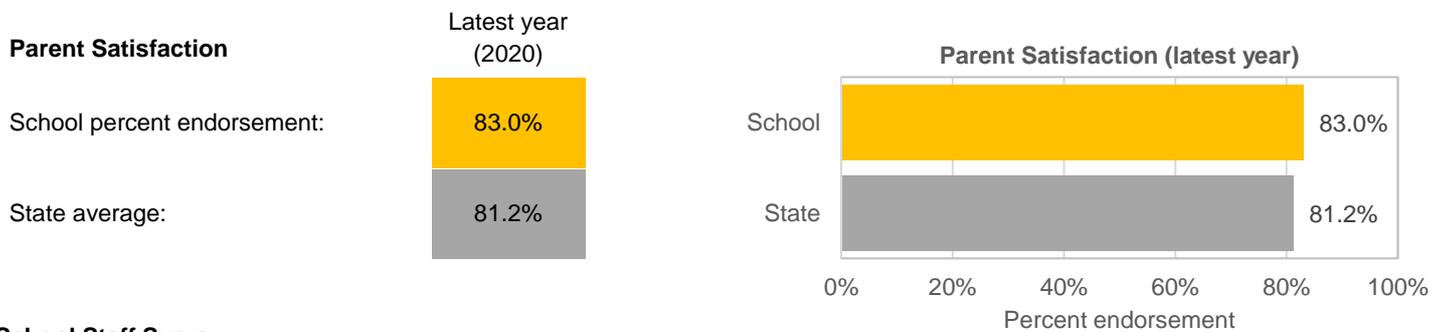
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

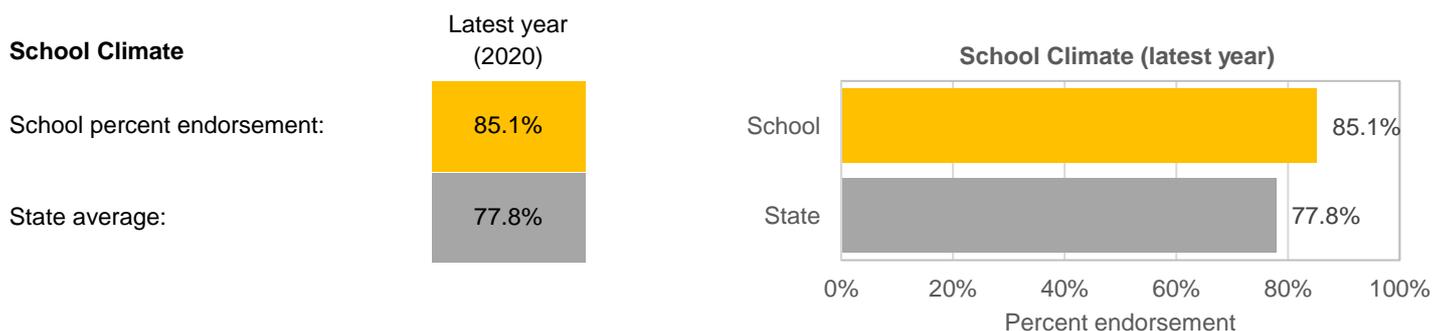


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

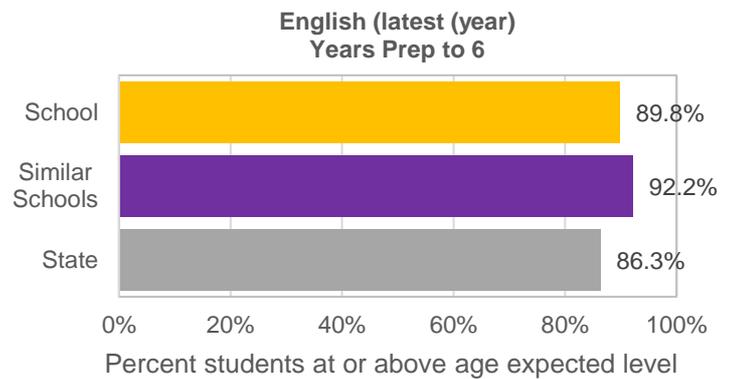
89.8%

Similar Schools average:

92.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

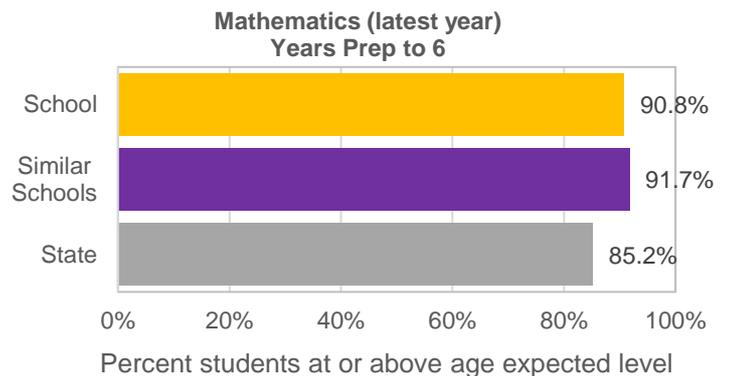
90.8%

Similar Schools average:

91.7%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

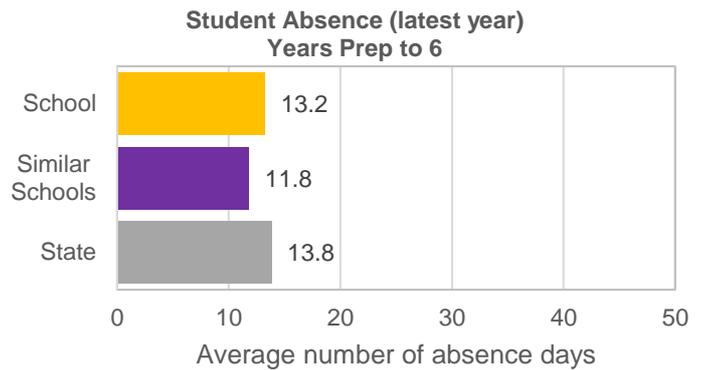
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	13.2	14.2
Similar Schools average:	11.8	13.9
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	92%	93%	92%	95%	91%	94%

WELLBEING

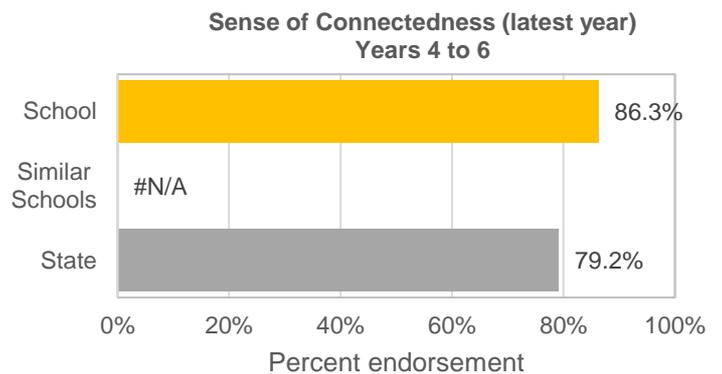
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	86.3%	84.6%
Similar Schools average:	NDP	82.4%
State average:	79.2%	81.0%



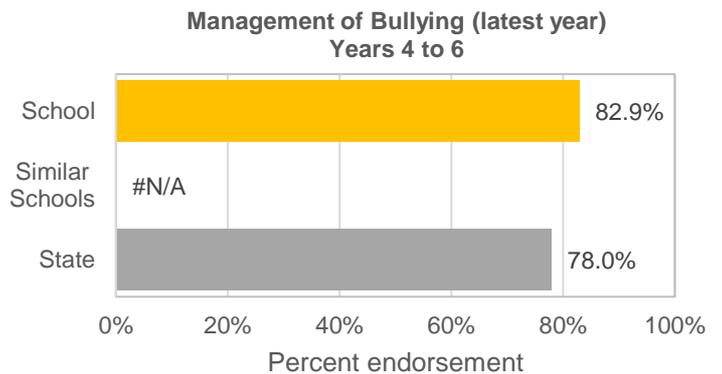
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	82.9%	84.5%
Similar Schools average:	NDP	81.0%
State average:	78.0%	80.4%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,262,105
Government Provided DET Grants	\$335,379
Government Grants Commonwealth	\$2,830
Government Grants State	NDA
Revenue Other	\$23,984
Locally Raised Funds	\$143,275
Capital Grants	NDA
Total Operating Revenue	\$2,767,573

Equity ¹	Actual
Equity (Social Disadvantage)	\$17,017
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$17,017

Expenditure	Actual
Student Resource Package ²	\$2,244,889
Adjustments	NDA
Books & Publications	\$459
Camps/Excursions/Activities	\$7,450
Communication Costs	\$13,466
Consumables	\$38,429
Miscellaneous Expense ³	\$12,562
Professional Development	\$2,425
Equipment/Maintenance/Hire	\$142,821
Property Services	\$118,201
Salaries & Allowances ⁴	\$42,589
Support Services	\$24,185
Trading & Fundraising	\$37,646
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$18,678
Total Operating Expenditure	\$2,703,800
Net Operating Surplus/-Deficit	\$63,773
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$176,866
Official Account	\$24,842
Other Accounts	NDA
Total Funds Available	\$201,708

Financial Commitments	Actual
Operating Reserve	\$58,026
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$34,530
School Based Programs	\$1,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$50,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$30,000
Total Financial Commitments	\$183,556

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.