

2023 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 \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 28 March 2024 at 01:55 PM by Sharon Reiss-Stone (Principal)

- This 2023 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 28 March 2024 at 03:39 PM by Anna Burke (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 was a positive enrolment trajectory in 2023 with enrolment figures hitting just over 391 students. This was an increase of an additional 46 students from the previous year. Students represent 57 different countries with 129 students speaking a language other than English at home. This is 33% of the student body. There were 18 classes across the school. The school had 16 equivalent full-time staff, 5 part-time teachers, 1 Leading Teacher, 2 Learning Specialists, 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 (REACH). This approach is based on research and best practice. 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, we continued to embed and build upon our approach to writing. The approach highlights explicit teaching through great mentor texts. Teachers implemented a cyclic approach which outlines the phases of teaching -Planning, text orientation, text plan, language orientation, transformation & patterned writing. By understanding the structure of what great writers do, it has helped provide a framework for teachers to explicitly teach strategies and for students to write beautifully crafted sentences. Teachers had the opportunity to practice the approach and build their skills. Year 3 & 5 NAPLAN demonstrated that our students are now performing above similar and at the same level as network schools. We are expecting that student NAPLAN data will improve considerably over the coming years, as we embed this new approach with greater consistency.

Professional Learning Communities (PLCs) was a key initiative, which has supported teachers in developing greater data literacy skills. Teachers analysed a range of assessment data and worked collaboratively to improve student outcomes across literacy and numeracy. Our PLC Reading cycles showcased the importance of critical thinking skills. Student data analysis demonstrated considerable improvement for those students who had previously stagnated. This was evident in NAPLAN results. Once PSD and EAL students exempt from the assessment were not included in our results, our school data matches or exceeds network schools. Our Student NAPLAN Reading data in Years 3 & 5 were well above the state average and slightly above network schools. School Staff Survey showed that 100% of staff believe that we 'monitor effectiveness using data, use evidence to inform teaching practice and use formative assessment'.

Maths continued to remain a priority, with strategies previously implemented in 2022, were built upon and consolidated. The 'Big Ideas' remained a priority, as did rich learning tasks. Engaging with James Russo to enhance our math practice assisted in building capacity across the staff. Year 3 NAPLAN Numeracy data remained way above the state average and like similar schools.

In 2023, a range of students were identified to participate in the High Ability program organised by the DET, alongside our own challenge/extension programs. A range of additional literacy support in the classrooms and withdrawal groups, were provided for EAL students and those with learning difficulties. The tutoring program offered another level of support for students who were not performing at the level expected.

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. The Student Attitude to School results were similar to like schools and network schools in almost all areas with an emphasis on Effective teaching Practice for Cognitive Engagement. Year 4 and Year 6 results were well above similar and network schools. More work needs to be undertaken with our Year 5 cohort to understand their data more deeply.

Student wellbeing continues to be a focus. In 2023, the school continued to promote a positive learning environment for all students through SWPBS, Resilience Project and Respectful Relationships approach. Regular wellbeing sessions 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. MWHPS achieved the bronze level as part of the School Wide Positive Behaviour Program. The Parent Attitude to School Survey showed that Parent participation and School Communication were well above similar and network schools. High expectations for success and Stimulating learning environment were also rated highly.

School climate was ranked higher than similar and network school with 'trust in colleagues' rated at 94%. School leadership was also rated 10% higher than similar schools and 15% higher than network schools. All the elements under 'Teaching and Learning' approach were generally rated at 100% by staff, demonstrating a belief in the school's response and great collegiality.

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. Through our school's 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 behaviours' and as a whole school incentive approach. Communicating regularly with parents and families of students through our school website, Sentral app, school 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. There were a range of extra curricular activities offered throughout the year including a broad range of lunchtime clubs - Sustainability, Student Representative Council (SRC), taiko drumming, choir, basketball, etc. Students in Years 3-6 loved our big inquiry learning projects, based on the UN's Global Sustainable Goals and the Design Thinking approach. They had the opportunity to select the UN global goal that appealed to them and develop their own big questions to investigate. Collaboratively they devised a solution and presented their findings at our expo night. There were some outstanding thinking and presentations. It was also a terrific way to not only showcase learning, but to invite parents into the learning space.

The school worked closely with families to support chronic absences and return to school processes. The average number of days absent were below state and alike to similar schools. Our approach involves the support of the SSS team and a proactive response to engage with the families and their 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 2024.

Other highlights from the school year

Students had the opportunity to participate in incursions, excursions, camps and sporting activities. Our camp destinations ranged from an outdoor adventure camp in the country side, to a city stay and a beach experience. Our whole school community activities included Multicultural Day, Twilight Sports, Open Day, Inquiry Showcase, etc were well received. The Multicultural Day was super successful with many parents being involved in the coordination and running of events. Our Egyptian, Greek and Indian communities were prominently represented. Students also had the opportunity to perform cultural dances, songs, etc. Our Challenge program for (gifted and talented students) kicked off with a technology focus. Selected students also participated in the VHAP program in Literacy and Numeracy. Our Year 4 students had the opportunity to work with Datacom, Google and Hp (Industry Partners) around creative technology experiences. Our partners also provided a range of opportunities for students and staff to engage beyond the school environment. We also trialled new functions yet to be released as a Google Reference School. Our sensory garden was completed and our schools sustainability committee introduced school composting. Our relationship with The Phillip Island Koala Sanctuary meant that sustainability members were able to tour their facilities and help with the planting of eucalyptus trees. We also had the opportunity to see where Paddington (our sponsored koala) lives. The school raised over \$400 for the sanctuary.

Students in Years 3-6 enjoyed participating in our school's first athletics carnival at a local track. Alongside athletics students had the

opportunity to participate in Cross Country, Interschool Sports, SDSSA days such as basketball and soccer and the school swimming program.

We finished off the year on a high, with our school Colour Run. The students and staff had a great day and raised over \$30,000 (prior to prizes being purchased). It was our biggest fundraiser of the year! A Parent Trivia Night was also another highlight. Our Parents Association ran a range of school events including Movie Night, Mother's and Father's Day and Xmas concert BBQ. A great way to bring the community together.

Financial performance

All expenses were considered on a hierarchy of needs. The 2022-2024 School Strategic Plan, along with the 2023 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 a positive surplus. International student payments assisted in a positive outcome, alongside fundraising efforts and conservative spending, off the back of a challenging financial year in 2022. 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 2023.

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 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 391 students were enrolled at this school in 2023, 168 female and 223 male.

33 percent of students had English as an additional language and 2 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).

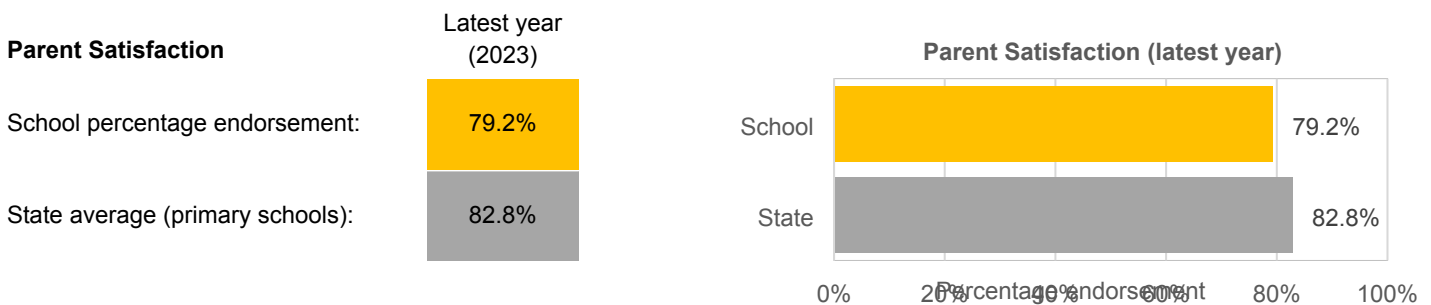
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

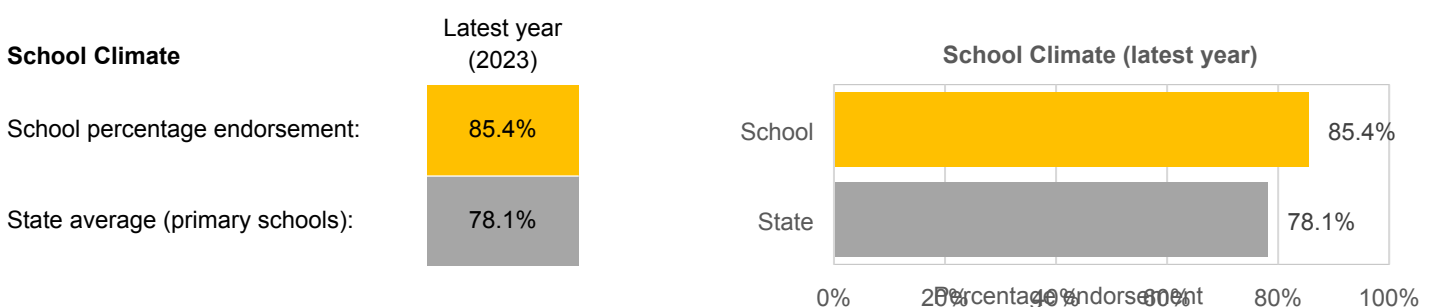


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

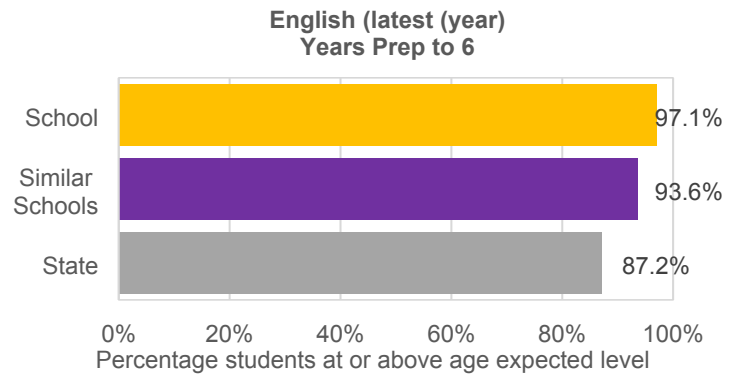
97.1%

Similar Schools average:

93.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

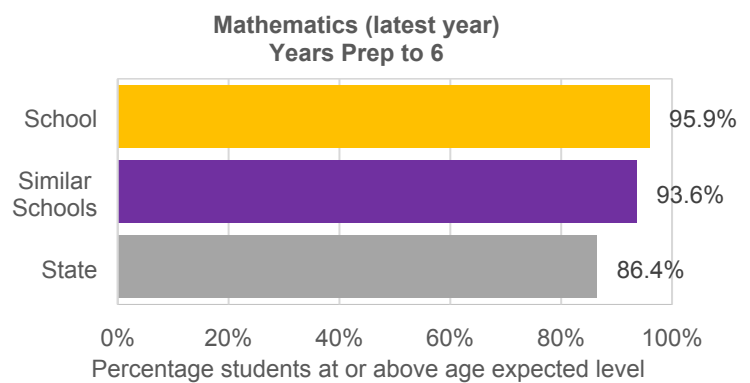
95.9%

Similar Schools average:

93.6%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.1%

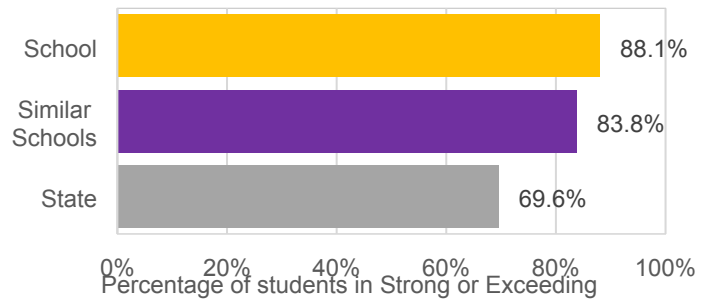
Similar Schools average:

83.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.6%

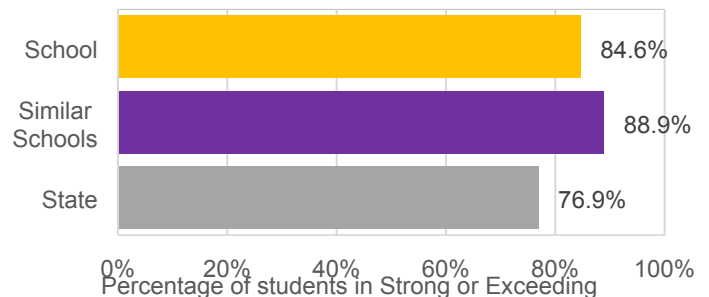
Similar Schools average:

88.9%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.2%

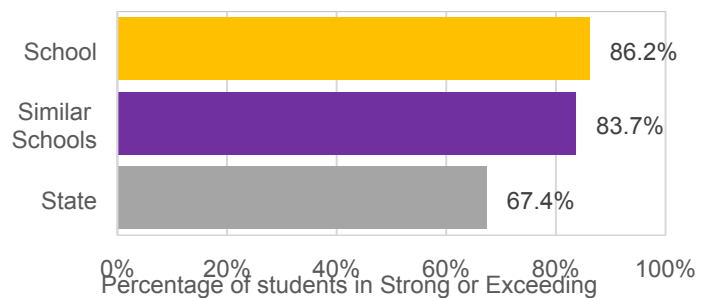
Similar Schools average:

83.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.6%

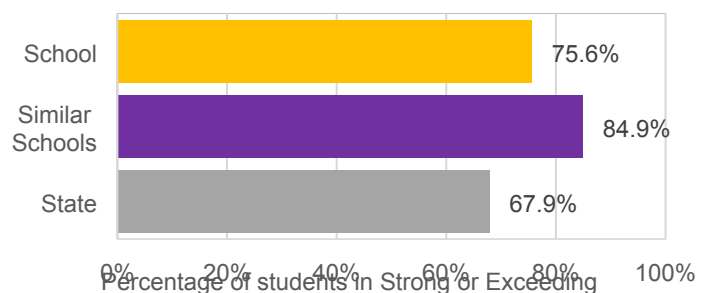
Similar Schools average:

84.9%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

87.2%

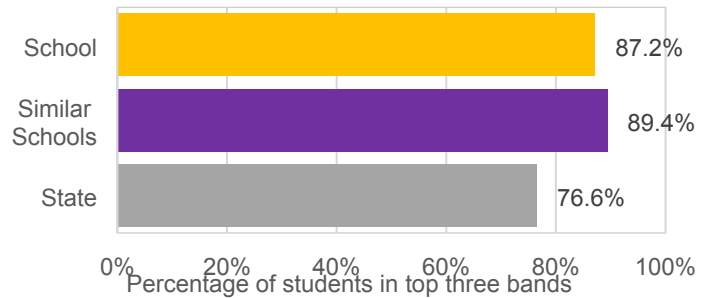
Similar Schools average:

89.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

81.1%

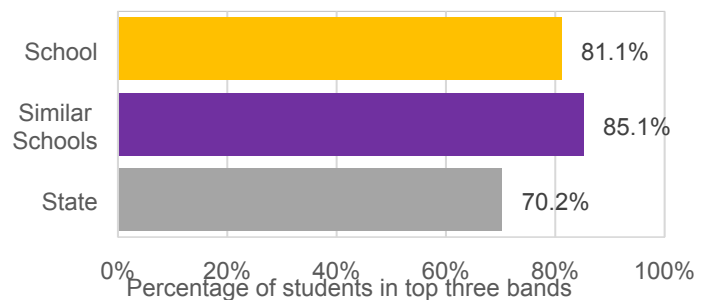
Similar Schools average:

85.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

78.9%

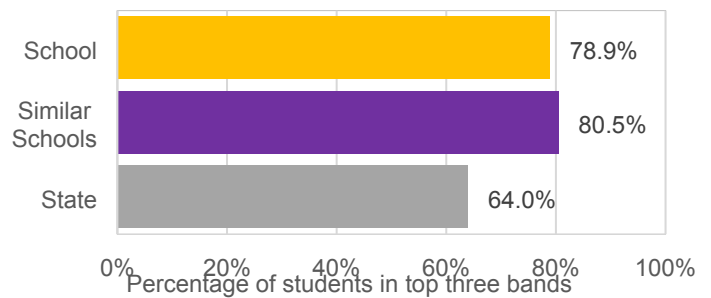
Similar Schools average:

80.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

63.9%

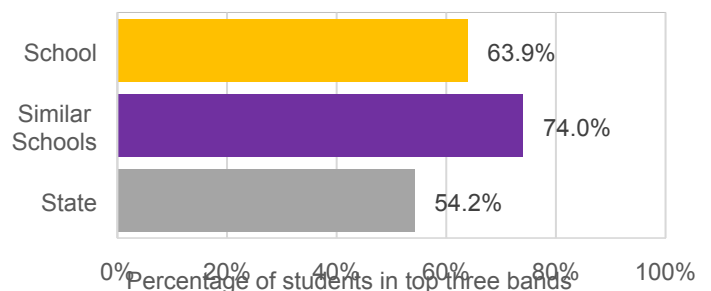
Similar Schools average:

74.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

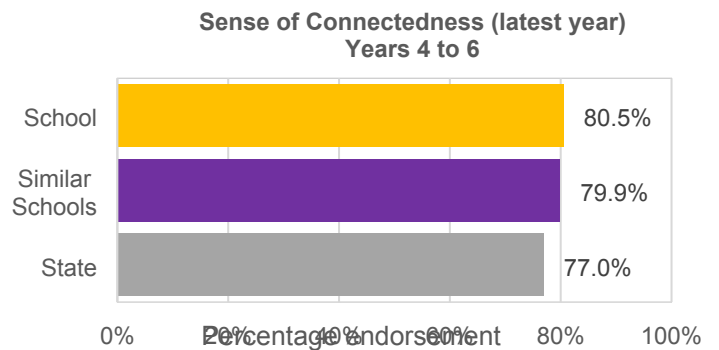
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	80.5%	85.5%
Similar Schools average:	79.9%	81.4%
State average:	77.0%	78.5%

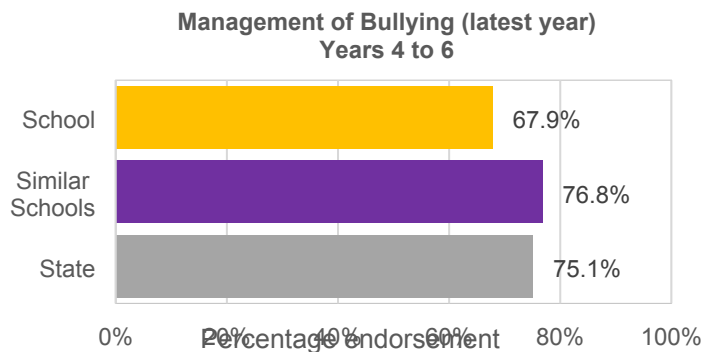


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	67.9%	77.4%
Similar Schools average:	76.8%	78.5%
State average:	75.1%	76.9%



ENGAGEMENT

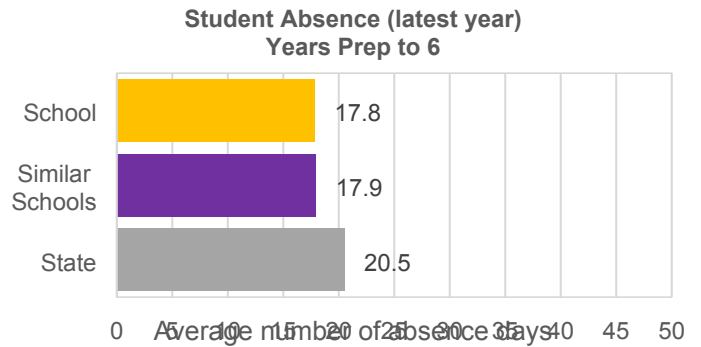
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	17.8	15.6
Similar Schools average:	17.9	14.7
State average:	20.5	18.1



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 (2023):	92%	91%	92%	92%	90%	89%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,737,963
Government Provided DET Grants	\$418,140
Government Grants Commonwealth	\$2,600
Government Grants State	\$0
Revenue Other	\$30,503
Locally Raised Funds	\$391,014
Capital Grants	\$0
Total Operating Revenue	\$4,580,220

Equity ¹	Actual
Equity (Social Disadvantage)	\$27,189
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$27,189

Expenditure	Actual
Student Resource Package ²	\$3,557,552
Adjustments	\$0
Books & Publications	\$474
Camps/Excursions/Activities	\$147,428
Communication Costs	\$5,557
Consumables	\$119,233
Miscellaneous Expense ³	\$11,678
Professional Development	\$15,350
Equipment/Maintenance/Hire	\$115,414
Property Services	\$158,103
Salaries & Allowances ⁴	\$136,299
Support Services	\$450
Trading & Fundraising	\$23,034
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$208
Utilities	\$27,810
Total Operating Expenditure	\$4,318,590
Net Operating Surplus/-Deficit	\$261,630
Asset Acquisitions	\$0

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$182,997
Official Account	\$37,322
Other Accounts	\$22,207
Total Funds Available	\$242,526

Financial Commitments	Actual
Operating Reserve	\$105,470
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$97,196
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$33,713
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$236,379

All funds received from the Department of Education, 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.