

2025 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 27 March 2026 at 10:39 AM by Sharon Reiss-Stone (Principal)

- As executive officer of the school council, I attest that this 2025 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 27 March 2026 at 10:40 AM by Sharon Reiss-Stone (Principal)

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Mount Waverley Heights PS (MWHPS) is located in the City of Monash in the South-Eastern suburbs of Melbourne and is becoming a school of choice within the local and wider community. The school has a current enrolment of 420 students and 10 International Students. School enrolments have continued to increase significantly over the past 4 years which has seen an expansion of facilities and resources to accommodate the rising number of students.

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. Our industry partnership with Google, HP and Datacom 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 linking to real world experiences. The school's Google Reference School status supports the innovative use of technology with an emphasis on redefining learning and ensuring digital citizenship is at the forefront of our practice. This partnership provides students with real life opportunities which extend beyond the classroom and connects students with experts across the world. Almost all teachers have received their Education Level 1 certification with 8 teachers achieving level 2 certification and one completing their google certified Trainer exam. Alongside skilled staff, we also provide an opportunity for students to receive digital badges that recognise their proficiency with technology - including cyber safety. MWHPS is recognised for excellence in integrating technology throughout the curriculum and have been selected to host various international delegates to view practices or to present at various conferences.

The school proudly embraces a broad diversity of backgrounds including, Asian, European and Middle Eastern cultures. Students represent 57 different countries with 155 students speaking a language other than English at home. This is 35% of the student body. There were 19 classes across the school. The broad profile of 34.82 equivalent full time (EFT) staff include: 2 Principal class, 1 Leading Teacher, 3 EFT Learning Specialists, Experienced and Graduate teachers, Education Support Staff and Office Administration staff. This profile provides for a rich diversity of ideas and experiences.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Mount Waverley Heights we have a consistent whole school learning and teaching approach (REACH). This approach is based on research and best practice. In 2025, we continued to embed and build upon our approach to writing. Teachers utilised the 'cold write (to analyse students writing against our success criteria)' to determine the focus and the necessary strategies to explicitly teach. The patterned writing continues to be a critical element within our writing process. Work with Narissa Leung over two curriculum days highlighted opportunities for more explicit teaching in Writing. The sessions provided practical strategies for placing greater emphasis on the revising stage of the writing cycle, rather than spending the bulk of their time on editing. Teachers loved the Professional Learning (PL) and have already incorporated many of the strategies into their weekly program. Looking at the 'strong and exceeding' sections of NAPLAN, Year 3 Writing results were equal to network schools and the Year 5 'exceeding' results significantly increased to 40% which is well above the network.

Student Feedback was a highlight for 2025. We wanted to incorporate more regular and meaningful student and parent feedback. Staff utilised Class Dojo to post Learning Snapshots fortnightly. Assessment rubrics and checklists provided both students and parents with an understanding on what was done well and what were the areas for improvement.

Members of the leadership team met frequently to discuss goals and to reflect on data. Through this process, we recognised the importance of slowing down the pace of implementation. With several significant changes already underway—including the introduction of Learning Snapshots, the launch of Curriculum 2.0, and the transition from Sentral to Compass—we made the strategic decision to pause and reflect on the remaining components of our instructional model (REACH) in 2026. The focus for next year will be on 'Explicit Teaching' and 'Apply & Assess stages.

There was a significant investment in Math in 2025. A Math learning specialist was once again employed to establish a three lesson problem solving model in Years 3/4. Two sessions were modelled by the Learning Specialist with the third session undertaken by the classroom teacher. Rich Learning Tasks online resources (include lesson plans, rubrics, extension/enabling prompts and assessment tools) have been developed alongside an assessment technique to analyse students problem solving skills. The maths scope and sequence was reviewed inline with the new Victorian Curriculum. There was a significant increase in the number of students in the 'strong and exceeding' category of Yr 5 NAPLAN data. Data showed us above similar and network schools in Years 3 & 5.

A range of intervention support programs were once again offered. These included Multi Lit, tutoring and EAL classes. Professional Learning Cycles (PLCs) continued to provide level teams with the opportunity to reflect on their practice, dive deeper into analysing student data and ultimately improve student learning outcomes. This was evident in smashing our AIP 2025 targets, in almost all areas.

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 school continued to promote a positive learning environment for all students through School Wide Positive Behaviour (SWPB), Resilience Project and Rights, Resilience & 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. For the second year running, MWHPS achieved the gold award as part of the SWPB Program.

The school employed Allied Health Professionals with the money provided through the Disability and Mental Health fund. A Speech Therapist, Behaviour Therapist and Occupational Therapist have provided great support for students demonstrating Tier 2 and 3 behaviours. It has also assisted teachers in better accommodating those with diverse needs. MWHPS worked with an Education Improvement Leader (EIL) for Diverse Learners. Having additional support from the DET enriched discussions and provided practical strategies for our Assistant Principal and Disability Inclusion Learning Specialist, to systematically embed supports and document adjustments for diverse learners. The delivery of professional learning through a whole-school diverse learners simulation alongside the Allied Health team, helped to build understanding across the staff. This workshop was designed to enhance teacher capacity by deepening their understanding of the everyday sensory challenges experienced by diverse learners.

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 (SWPB) 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 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 but above similar schools. It seemed to be a year for family holidays with many students travelling for a significant amount of time. 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 2026.

Other highlights from the school year

Students were provided with a wide range of opportunities throughout the year, including incursions, excursions, camps and sporting events. Camp experiences ranged from an outdoor adventure camp in the countryside to a beach-based program, each designed to build independence, resilience and teamwork.

Our whole-school community events — including Multicultural Day, Twilight Sports, Open Day, the Inquiry Showcase, Tech Day and Footy Day — were extremely well received. Multicultural Day was a particular highlight, with strong parent involvement in both the coordination and delivery of activities. Our Korean and Sri Lankan communities were prominently represented, and students proudly performed cultural dances and songs to celebrate the diversity within our school.

Our Challenge Program for gifted and talented students continued with a strong technology focus. Selected students also participated in the Victorian High-Ability Program (VHAP) in Literacy and Numeracy and attended extension programs at John Monash Science School. Our Year 4 students worked alongside industry partners including Datacom, Google and HP to engage in creative technology experiences. These partnerships provided valuable opportunities for both students and staff to extend their learning beyond the school environment. As a Google Reference School, we also trialled new functions prior to their official release.

Our school production, *Seussical the Musical*, was a tremendous success. With two casts trained, the school was divided to allow more students to take on leading roles while accommodating our growing enrolments. It was truly a spectacular event.

We also held our first Entrepreneur Day, featuring over 40 student-run stalls. Students developed business plans and created products to sell to the broader school community. The event was a tremendous success, raising more than \$2,000 for the Kmart Wishing Tree.

In addition to regular sporting programs, students participated in Cross Country, Interschool Sport, SDSSA events such as basketball and soccer, and the school swimming program.

Our Parents' Association was highly active throughout the year, organising events such as Movie Nights, Mother's and Father's Day stalls, and a school disco — all wonderful opportunities to strengthen community connections. The Parent Trivia Night was another standout event.

Financial performance

All expenses were considered on a hierarchy of needs. The 2025 Annual Implementation Plan, continued to provide the framework for school council and the justification of funding. Funding allocated helped support school programs and priorities. A considerable amount of money was spent on maintenance works across the school. The 'Financial Performance and Position' report shows a slight surplus. International student payments assisted in a positive outcome, alongside fundraising efforts and conservative spending. The locally raised revenue included such items as camp fees, hire of facilities, excursion fees, school levies, parent fundraising and profits from the second hand 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 2025.

**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 429 students were enrolled at this school in 2025, 197 female and 232 male. 34% had English as an additional language and 2% 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.

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	90.9%
	Similar schools	79.6%
	State	82.0%

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025
% positive endorsement School Climate (School Staff Survey)	School	80.1%
	Similar schools	80.4%
	State	77.4%

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

2025		
English Prep - 6 % of students at or above age expected standards	School	94.9%
	Similar schools	93.1%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	School	90.3%
	Similar schools	91.8%
	State	84.2%

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	93.1%	86.7%
	Similar schools	83.8%	83.7%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	89.8%	86.4%
	Similar schools	87.0%	88.0%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	88.3%	85.7%
	Similar schools	82.9%	83.2%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	91.7%	86.1%
	Similar schools	86.4%	85.4%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025		
Reading Year 3 to 5 % of students High or Medium relative growth	School	83.9%

2025		
Numeracy Year 3 to 5 % of students High or Medium relative growth	Similar schools	79.7%
	State	74.7%
	School	81.8%
	Similar schools	80.2%
	State	74.0%

WELLBEING

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).

		2025	4-year average
Years 4 to 6 % positive endorsement	School	79.6%	80.7%
	Similar schools	80.5%	80.3%
	State	77.1%	77.3%

Student Attitudes to School – Managing 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).

		2025	4-year average
Years 4 to 6 % positive endorsement	School	72.6%	73.4%
	Similar schools	78.6%	78.0%
	State	76.4%	75.8%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	19.4	19.3
	Similar schools	18.2	18.6
	State	21.5	21.7

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025
Prep	School	91.7%
Year 1	School	91.8%
Year 2	School	90.6%
Year 3	School	90.4%
Year 4	School	89.9%
Year 5	School	89.2%
Year 6	School	87.6%

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$4,136,471
Government Provided DET Grants	\$593,814
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$21,324
Locally Raised Funds	\$473,295
Capital Grants	\$0
Total Operating Revenue	\$5,224,904

Equity	Actual
Equity (Social Disadvantage)	\$38,177
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$38,177

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$4,262,084
Adjustments	\$0
Books & Publications	\$1,308
Camps/Excursions/Activities	\$188,755
Communication Costs	\$5,619
Consumables	\$134,918
Miscellaneous Expenses ²	\$21,338
Agency Staff	\$95,888
Professional Development	\$20,044
Equipment/Maintenance/Hire	\$117,105
Property Services	\$246,384
Salaries & Allowances ³	\$74,514
Support Services	\$16,887

Expenditure	Actual
Trading & Fundraising	\$45,030
Motor Vehicle Expenses	\$601
Travel & Subsistence	\$0
Utilities	\$37,975
Total Operating Expenditure	\$5,268,451
Net Operating Surplus/-Deficit	(\$43,547)
Asset Acquisitions	\$15,116

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$267,911
Official Account	\$32,126
Other Accounts	\$60,989
Total Funds Available	\$361,027

Financial Commitments	Actual
Operating Reserve	\$167,728
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$67,383
School Based Programs	\$63,770
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$24,061
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$362,943

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.