

2018 Annual Report to The School Community



School Name: Mount Waverley Primary School (3432)



- 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 05 March 2019 at 12:53 PM by Gregory Paine
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 23 April 2019 at 03:31 PM by Michael Seelig
(School Council President)

About Our School

School context

Mount Waverley Primary School is a large school of approximately 820 students situated in the south eastern suburbs and has an outstanding reputation in the wider community. The school has 60 equivalent full time staff, including the Principal, 2 Assistant Principals, 46 teachers and 4 Educational Support staff (integration aides), 4 Educational Support staff in the General Office and 2 School Nurses.

Mount Waverley Primary School has a strong commitment to continuous improvement and the pursuit of academic excellence, with students consistently achieving outstanding academic results that exceed National and State benchmarks in all areas. The school has created a quality Instructional Model which provides a differentiated curriculum that promotes individual learning and focuses on the development of independent learners. Our facilities provide innovative and flexible learning spaces where students undertake their learning in a stimulating and friendly environment that facilitates the extensive use of Digital Technology across all areas of the curriculum.

Students are supported to develop social, emotional and interpersonal skills through a range of values based programs. All students are encouraged to undertake leadership roles to assist in the development of self-esteem and confidence. Our association with Quality Learning Australia has facilitated the implementation of Student Voice, Agency and Leadership strategies across all levels.

We are a AussieVic 5 Star Sustainable school and to further enhance our great work with this in 2019 the school is employing a full time Sustainability specialist teacher and constructing a Sustainability Centre for our students. Mount Waverley Primary School encourages strong links between home and school and invites community participation at many levels. A dedicated School Council and Parent Group support all aspects of the school's operation and provide the basis for a strong community partnership. The school community has a high socio economic profile and a high proportion of students with English as a second language. The school community actively supports the development of school resources and programs to ensure the best possible outcomes for students while also supporting the school's Vision.

Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning – Building Practice Excellence

Mount Waverley Primary School collaborated with four other local schools to develop a whole school agreed instructional model. The MWPS Instructional Model can be found on our website and is now embedded into daily teaching practice.

In 2018 we joined a new FISO group – Robust Writers to assist in the implementation of our new writing program, VCOP as one of our 2018 AIP goals.

We have a whole school professional learning plan that supports our school's identified FISO improvement strategies, which will be developed, implemented and evaluated. Student achievement data strongly underpins this plan.

Our professional learning strategies have well-articulated purposes that are focused on student learning, engagement and wellbeing and are derived from the analysis and tracking of student data and whole school moderation.

The school's Strategic Plan supports the achievement of the agreed FISO priority and is seen holistically alongside the professional learning of staff. The cycle of continuous improvement ensures that the Instructional Model, VCOP and Strategic Plan are regularly monitored and reviewed.

Writing and developing Data Literate teachers will be the focus areas for 2019.

Achievement

Mount Waverley teachers have been undertaking professional learning with educational consultants and colleagues in the areas of Literacy, Numeracy, ICT, Student Wellbeing, Student Voice, Essential Assessments and SPA. This has provided teachers with the opportunity to further enhance classroom teaching to cater for individual learning styles and abilities and to enable teaching to be more explicit. Michael Fullan's New Pedagogies for Deep Learning has been implemented throughout the school and supports the school's Purpose Statement, Vision Statement, Philosophy of Teaching and Learning, Year 6 Graduate Profile and Values which were developed in 2015 with the support from Quality Learning Australia who engaged all stakeholders in our community.

The introduction of PAT Maths and PAT Reading has further strengthened our assessment program. A new whole school assessment schedule for Literacy and Numeracy has been developed including the use of Essential Assessments and an extensive moderation program with Writing. We are also committed to fully implementing open ended Numeracy learning tasks and strategies in line with the Victorian Curriculum to build upon the explicit teaching required at all levels. A focus for 2019 will be challenging our students already achieving in the top 2 bands of NAPLAN.

In Literacy and Numeracy, a whole school assessment schedule has been established but this document is continually reviewed. The school has adopted the Daily Five to ensure all reading approaches are run daily. The school has implemented the VCOP Writing program and has engaged the services of Andrell Education to provide ongoing PL on VCOP in conjunction with the support of our FISO group. As part of the 2019 Professional Practice days teachers will focus on either: Data Literacy, Writing, Numeracy or Student Voice. A wide range of online platforms are used extensively across the school to further support and enhance Literacy and Numeracy programs and are continually reviewed by the Leadership Team.

ICT is integrated across the curriculum where skills are developed within the curriculum and not taught in isolation. There is a strong emphasis on the use of Office 365 and technology such as blogs and wikis which allow students to access, create and contribute to website content and web-enabled events. Students also work with mainstream software including: Publisher, Word, Comic Life, Photostory and concept mapping software. These applications are used to support the development of learning outcomes across the curriculum and to engage the students in collaborative, cooperative and problem solving activities. We have consolidated the BYOD 1:1 computers program in Years 4 to Year 6 and we are implementing a BYOD iPad program in Years 1-3 commencing in 2019.

Engagement

Mount Waverley students display comparable attendance data with the median for Victorian government schools.

Data obtained from the Student Attitude to School Survey indicates that our Year 4-6 students are engaged in their learning and have a positive attitude to their schooling. Senior students are involved in a robotics program and the recent purchase of 3D printers will further add to the value of this program. The Coding Club also deepens the school's commitment to STEAM. A focus for Year 6 is a News Ministers Program which involves the students in green screen work and media studies.

The school implements a number of values based programs that promote resilience and support student wellbeing. These include: Connect to School program, Circle Time activities, Life Habits, Respectful Relationships, Games Factory, student focus groups, buddies, Reach Rookies and a range of student leadership programs which increase the development of self-esteem and independence. The school offers a range of extra curricula activities to enrich the school experience, such as Instrumental Music, Peer Mediation and Enrichment Programs. In 2019 a Maths enrichment program is being introduced.

The Student Code of Conduct is actively promoted across the school and all teachers develop a Code of Cooperation for their classrooms. Students are encouraged to exhibit the school values, with positive behaviour recognized through Citizenship, Excellence and classroom awards. Student achievements are acknowledged at assemblies and in the school newsletter. Life Habits and School Values are reinforced at assemblies.

The school offers a wide range of specialist programs including: EAL, Reading Recovery, Extension Maths, Visual Arts, Performing Arts, Physical Education, Sport Education, LOTE Japanese, Library and ICT. In 2019 a Sustainability specialist program will be introduced to build upon our AussieVic 5 Star Sustainability status and continue to educate our community in this vital area of learning.

Wellbeing

Mount Waverley has a strong program in place to support transition at various levels. Consideration is given to a seamless transition between year levels across the school through providing two handover sessions with every teacher at the end of the year.

The Prep Transition Program includes a six month induction program for new Preps. A 'Prep Buddy Program' is also in place to support students in their first two years at school.

We create Individual Learning Plans with specific goals and targets to personalise student learning which support students moving through year levels, especially those with special needs or disabilities. Student progress is tracked across each level.

Year 6 students undertake a number of special programs and activities designed to build independence and confidence prior to entering secondary school. Year 6 students visit local colleges and secondary students visit our school to share information and experiences with our students. Information is also shared with colleges regarding student achievement data.

In 2015 all stakeholders were engaged in developing and commencing the implementation of a very comprehensive Student Engagement, Wellbeing and Inclusion policy and the school meets all Child Safe Standards. This policy was reviewed and ratified by School Council in 2018. A sequenced restorative practice process is used by teachers to ensure positive student behaviour in accordance with the classroom Code of Cooperation created each year by the students and the teacher.

MWPS is committed to the safety and wellbeing of all students and young people. This is the primary focus of our care and decision-making. MWPS has NO tolerance to child abuse, neglect, bullying and harassment. We are committed to providing a child safe environment where our students are safe, feel safe and their voices are heard about decisions that affect their lives. Particular attention is paid to the cultural safety of aboriginal students and students from culturally and/or linguistically diverse backgrounds, as well as the safety of students with a disability and those students who are vulnerable due to complex circumstances.

We work closely with our Department support staff to ensure students identified with special needs, as well as their families receive the support required as needs arise.

Financial performance and position

The school has continued to operate on a sound financial basis in 2018. The school community is supportive of the payment of Essential Student Items component of the school account however, voluntary contributions are continuing to decline. Stable student enrolment numbers and the implementation of an effective workforce plan further support the schools sound financial position. Careful monitoring of Budget expenditure and making adjustments as required along with regular Finance Committee meetings will ensure that the school is able to meet its financial commitments.




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.

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 805 students were enrolled at this school in 2018, 392 female and 413 male.

48 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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






School Staff Survey





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

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



Performance Summary

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

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

Performance Summary

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




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





Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>53%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>49%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>48%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>50%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>53%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	53%	19%	Numeracy	24%	49%	27%	Writing	22%	48%	30%	Spelling	22%	50%	28%	Grammar and Punctuation	20%	53%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	93 %	93 %	94 %	93 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	93 %	93 %	94 %	93 %										

Performance Summary

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

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

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,729,230	High Yield Investment Account	\$292,078
Government Provided DET Grants	\$712,801	Official Account	\$2,361
Government Grants Commonwealth	\$11,235	Other Accounts	\$821
Revenue Other	\$12,764	Total Funds Available	\$295,260
Locally Raised Funds	\$811,608		
Total Operating Revenue	\$7,277,638		
Equity¹			
Equity (Social Disadvantage)	\$8,822		
Equity Total	\$8,822		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,455,453	Operating Reserve	\$100,000
Books & Publications	\$6,141	Other Recurrent Expenditure	(\$1,794)
Communication Costs	\$8,218	Provision Accounts	(\$9,111)
Consumables	\$138,557	Funds Received in Advance	\$88,589
Miscellaneous Expense ³	\$693,488	Asset/Equipment Replacement < 12 months	\$32,576
Professional Development	\$29,593	Maintenance - Buildings/Grounds < 12 months	\$25,000
Property and Equipment Services	\$377,514	Capital - Buildings/Grounds > 12 months	\$60,000
Salaries & Allowances ⁴	\$93,820	Total Financial Commitments	\$295,260
Trading & Fundraising	\$29,060		
Utilities	\$46,923		
Total Operating Expenditure	\$6,878,766		
Net Operating Surplus/-Deficit	\$398,872		
Asset Acquisitions	\$12,138		

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

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

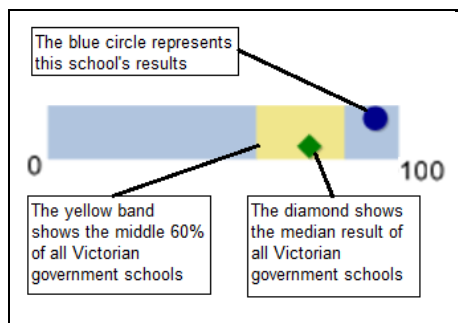
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

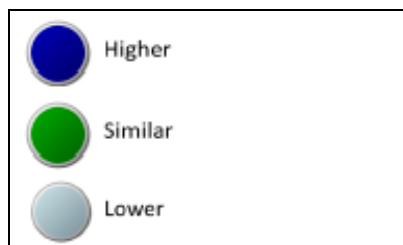


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

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



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

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

What does 'Data not available' or 'ND' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').