

2020 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 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 11 March 2021 at 11:46 AM by Gregory Paine (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 22 March 2021 at 11:58 AM by Dean Goble (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

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 7 Educational Support staff (integration aides), 3 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.

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 and supports The High Impact Teaching Strategies.

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. Implementation of VCOP continued in 2019 and is now immersed as the school's writing program,

We have a whole school professional learning plan that supports our school's identified FISO improvement strategies, which will continue to 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.

The School's Self Evaluation, DET Review and development of a new Strategic Plan was the focus for 2020.

Unfortunately due to COVI-19 our Review was postponed to term 1 2021. The Literacy focus moving forwards will be implementing Reading Workshops using the expertise of staff and literacy leaders at MWPS who have completed the Bastow –Leading Literacy program.

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. We will be analysing the effectiveness and relevance of our documents through our Review process in 2021.

Due to COVID-19 many teachers took the opportunity to complete Bastow online courses and attend Bastow webinars. 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 which now also includes the local secondary school and FISO schools. 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 2021 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 a daily 2 hour Literacy block. The school has fully 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 2020 Professional Practice days teachers focussed on either: Literacy, Numeracy, Digital Technologies, Assessment and Reporting or Student Wellbeing.

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 computer programs in Years 4 to Year 6 and we are currently implementing a BYOD iPad program in Years 1-3.

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, Body Safe, student focus groups, buddies, Bounce Back 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.

The Student Code of Conduct is actively promoted across the school and all teachers develop a Code of Cooperation for their classrooms with the students. Students, staff and parents are encouraged to exhibit the school values.

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, Literacy Support Groups, Enrichment Maths, Visual Arts, Performing Arts, Physical Education, Sport Education, LOTE Japanese, Library, Sustainability and STEAM. In 2021 a Maths support teacher will be added to this extensive range of specialists and support teachers.

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 Foundation Transition Program includes a six month induction program for new Foundation students. A 'Foundation Buddy Program' is also in place to support students in their first two years at school. Due to COVID-19, in 2020 the transition program was implemented mainly online.

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. The policy has again been revised and endorsed in 2020. 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.

During 2020 teachers worked tirelessly to ensure smooth transitions in and out of remote learning and became skilled in the use of WebEx to connect with students, families and colleagues.

Financial performance and position

Financial performance and position commentary

During a difficult year for the whole school community the school continued on a sound financial basis in 2020. The school community was very supportive of the payment of the Essential student items component of the school account and voluntary contributions remained stable as compared to 2019.

Our surplus was achieved through a parent commitment to a newly introduced Excursion Levy. As the Excursion Levy was able not to be expended due to COVID 19 they have been carried forwarded to be allocated in 2021.

The school council entered into four individual agreements with external hirers of the school gymnasium facility for out of hours use. It is envisaged that these agreements will be re-negotiated in 2021.

Stable student enrolments and the implementation of an effective workforce plan further supported the schools financial position. A revised 2021 workforce plan to ensure improved teaching and learning will see a reduction in the 2021 SRP surplus.

Careful monitoring of all budget expenditure and ensuring timely adjustments to the budget together with regular Finance Committee meetings will ensure that the school is able to meet all present and future financial commitments.

For more detailed information regarding our school please visit our website at
www.mountwaverleyps.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 817 students were enrolled at this school in 2020, 417 female and 400 male.

54 percent of students had English as an additional language and 0 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.

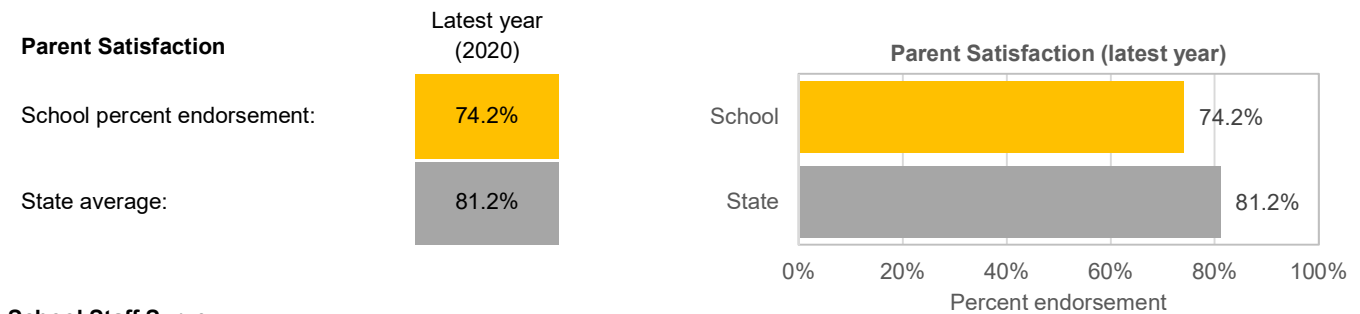
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

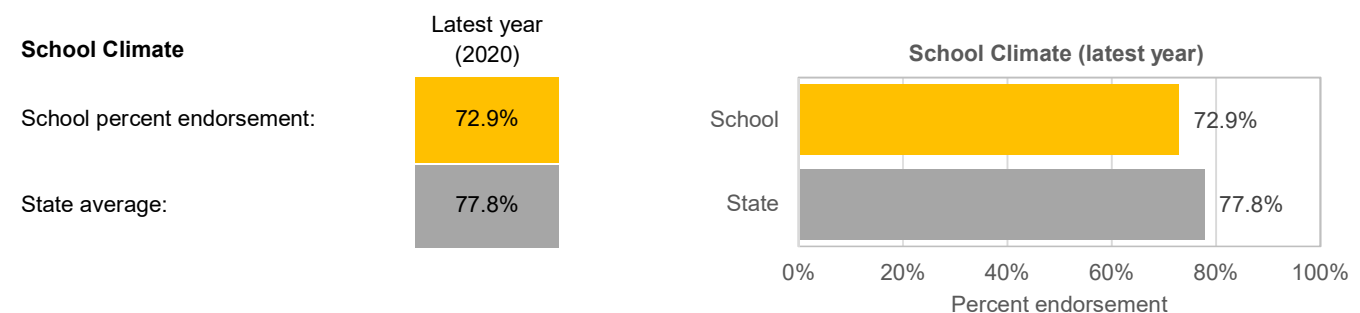


School Staff Survey

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:

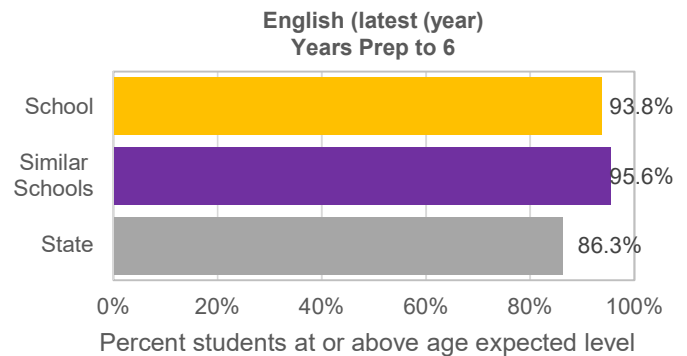
93.8%

Similar Schools average:

95.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

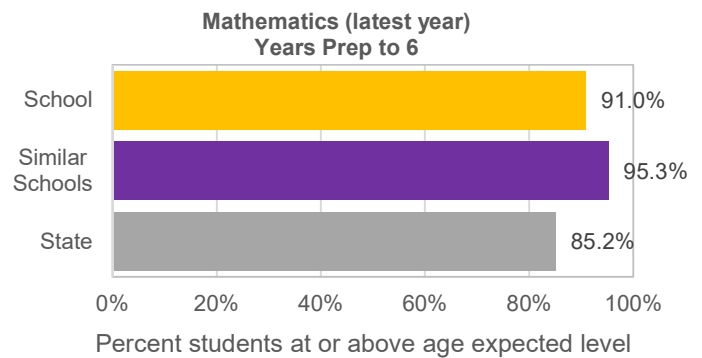
91.0%

Similar Schools average:

95.3%

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

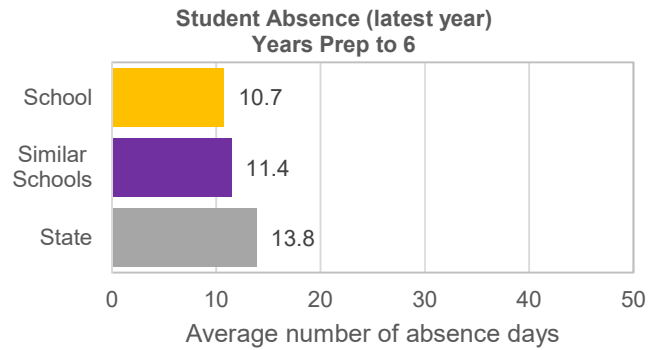
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	10.7	12.9
Similar Schools average:	11.4	13.1
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):	93%	93%	95%	94%	94%	96%	96%

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.*

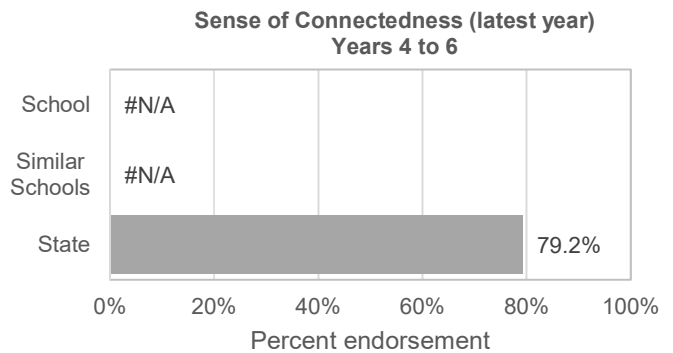
Student Attitudes to School – Sense of Connectedness

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:	NDA	77.7%
Similar Schools average:	NDP	84.5%
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.

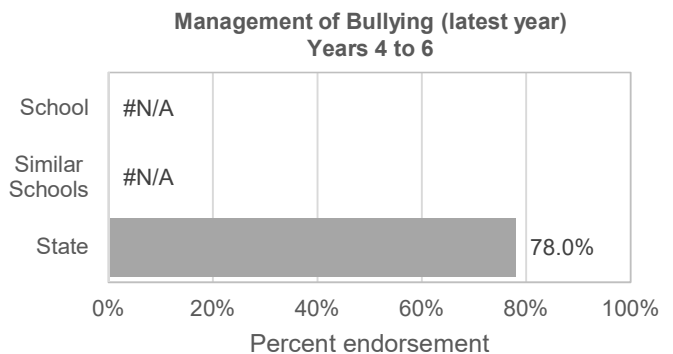
Student Attitudes to School – Management of Bullying

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:	NDA	78.0%
Similar Schools average:	NDP	82.6%
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	\$6,569,032
Government Provided DET Grants	\$749,549
Government Grants Commonwealth	\$750
Government Grants State	NDA
Revenue Other	\$15,456
Locally Raised Funds	\$544,150
Capital Grants	NDA
Total Operating Revenue	\$7,878,936

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,188
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$7,188

Expenditure	Actual
Student Resource Package ²	\$5,988,861
Adjustments	NDA
Books & Publications	\$3,809
Camps/Excursions/Activities	\$106,475
Communication Costs	\$5,915
Consumables	\$162,945
Miscellaneous Expense ³	\$24,509
Professional Development	\$12,300
Equipment/Maintenance/Hire	\$289,406
Property Services	\$66,210
Salaries & Allowances ⁴	\$104,667
Support Services	\$323,118
Trading & Fundraising	\$25,522
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$47,840
Total Operating Expenditure	\$7,161,577
Net Operating Surplus/-Deficit	\$717,359
Asset Acquisitions	\$138,563

- (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	\$182,081
Official Account	\$28,854
Other Accounts	\$27,785
Total Funds Available	\$238,721

Financial Commitments	Actual
Operating Reserve	\$191,952
Other Recurrent Expenditure	\$29,706
Provision Accounts	NDA
Funds Received in Advance	\$87,912
School Based Programs	NDA
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	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$300,459

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.