

2016 Annual Report to the School Community



School Name: Mount Waverley North Primary School

School Number: 5430



Name of School Principal:	Robyn James
Name of School Council President:	William Fitzpatrick
Date of Endorsement:	15 th May 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



About Our School

School Context

Context

Mount Waverley North Primary School (MWNPS), established in 1997 from a merger of two schools, provides education predominantly to the local Syndal and Mount Waverley communities. It is located in a residential area with Mount Waverley Secondary College close by.

Its grounds include an irrigated oval, two basketball/netball courts, three adventure playgrounds, dry creek bed, a frog bog, vegetable patch and extensive outdoor decking.

School buildings have been refurbished, to create contemporary flexible learning spaces. The school's pedagogy was restructured to provide contemporary learning experiences and to increase student engagement and student learning outcomes. Facilities are structured around four learning centres, a Visual Arts Room, General Purpose Room, Music Room, German Room and Hall. The General-Purpose and Visual Arts Rooms are also used for an Out of School Hours Care (OSHC) program each morning, afternoon and vacation period.

Mount Waverley North Primary School strives to prepare its students to thrive in tomorrow's world as effective global citizens. We offer a challenging, meaningful and authentic curriculum in an environment of care, collaboration, enterprise and mutual respect. We follow a Constructivist Approach to learning and teaching.

The school's curriculum framework incorporates the eight learning areas. In addition, a broad range of opportunities is provided to students. These include specialist programs in German, Physical Education and The Arts (Visual Arts and Performing Arts and Multi-Media).

Student wellbeing is supported through Tribes, Play is the Way, Chaplaincy, Buddies, social skills programs, Kids Hope and Whole School Circles. A range of extra-curricular activities complement the program including Life Education, sport, school concert, a comprehensive incursion/excursion/camp program, a comprehensive Transition program, lunchtime and after school clubs, Family Life, Junior School Council and student leadership.

The school has a high socio-economic profile and a high proportion of students from backgrounds other than English.

Vision

At Mount Waverley North Primary School we:

- Have high expectations and challenge ourselves to reach for aspirational goals.
- Are an inclusive learning environment. Our students, families, staff and the wider community commit to positive relationships to achieve social-emotional wellbeing and academic success.
- Cater for the needs of our students by providing engaging curriculum and innovative practices.
- Nurture curiosity and inquiring minds by providing rich learning experiences.
- Are courageous, resourceful learners who are self-aware and empathetic.

Values

At Mount Waverley North Primary School we promote a learning environment that engages all students, families and staff in working together as a learning community. The values included within the Tribes Process are important in achieving this:

Mutual Respect- Having regard for yourself, others and their property

Attentive Listening- Listening to ideas, opinions and feeling of others and responding appropriately

Appreciations/No Put Downs- Positive regard and recognition of others

Participation/The Right to Pass- Safe and supportive environment where everyone has the opportunity to contribute

Personal Best- Always striving to achieve your full potential

In 2016 we had 19.20 equivalent full-time staff: 2 Principal class, 1 (o.4) Leading Teacher, 12 classroom teachers, 3 part time specialist teachers and 6 part-time Education Support Staff.

Framework for Improving Student Outcomes (FISO)

Building practice excellence

1. Build the capacity of all leaders, teachers and ES staff to work effectively within teams and to share their professional learning/expertise.
2. Building consistency and quality of teaching practice across the school to lower instances of in-school variation in student performance

Mount Waverley North Primary School has always had a strong focus on working in teams, it is important that this focus is maintained. We have a strong leadership focus for staff leading the teams and then time for staff to work together to support each other. We restructured our collaborative planning time to provide greater support to Level Teams during shared planning, with a greater focus on data analysis. The Assistant Principal had a focus on supporting all staff in their development of data literacy.

Curriculum planning and assessment

1. Increase the clarity learners and/or teachers have around the purpose or outcomes of their work

Staff at MWNPS have developed a greater understanding of data and improved the use of data to develop individual goals with their students, particularly in English and Mathematics. The improved use of data has also enabled targeted Learning Intentions to be developed by teachers and shared with their students. We have worked with our FISO Network and leadership team within the school to develop our instructional model to ensure greater consistency in classrooms across the school in learning and teaching.

Setting expectations and promoting inclusion

1. Develop the social and emotional wellbeing of every student

We focused our attention in 2016 on developing staff understanding of Growth Mindset. Several staff worked with their students on the language and application of Growth Mindset in their classrooms. For the students concerned there was definitely an increase in understanding of themselves as learners and how their self-talk affected their performance in tasks.

Building communities

1. Improve communication between different levels of the school and the wider community

The Communication Committee of School Council worked during Semester One 2016 to develop a Communications Timeline, ensuring timely promotion of school events. The school introduced the use of WeChat, which provided stronger communication with our Chinese community. WeChat complements the school's use of Tiqbiz, school website and Facebook as ways of keeping parents informed and celebrating school activities.

Connections with Mount Waverley Secondary College (MWSC) were strengthened with a joint Student Leadership Program and the MWSC Principal participating as a Challenge Partner in our Strategic Review.

Achievement

Mount Waverley North Primary School provides a comprehensive curriculum based on the Australian Curriculum (AusVELS). Students have access to specialist programs in The Arts, Physical Education and LOTE (German). We are committed to providing a differentiated curriculum that is developed with a deep understanding of the needs of the individual and provides support to the individual to progress their learning. This is achieved by providing a flexible learning environment, ongoing assessment, Individual Learning Plans, an inquiry based curriculum and a strong team based approach to teaching.

NAPLAN results

Year 3 students performed above the state mean in Grammar and Punctuation, Spelling and Numeracy. Our Year 5 students performed above the state mean in all areas of the NAPLAN. The Relative Growth from Year 3 to 5 shows strong 'high growth' in Numeracy, Reading, Spelling and Writing.

Teacher Judgement

Teacher assessment of student progress from Prep to Year 6 (based on the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)), indicates that the percentage of students achieving at or above the expected standard in Mathematics and English, was above the median of all Victorian government schools and within the band for Similar schools across the State.

Data collection

In 2016 we consolidated our collection of data in Reading and began implementing more strategic collection of data in other areas of the curriculum with the introduction of both ACER PAT Maths, Spelling and Grammar and Punctuation (to show growth data) and towards the end of the year Essential Numeracy (for diagnostic assessment throughout the year). Our focus on the collection and use of data is to improve the targeting of teaching to the individual needs of each student.



Individual Learning Plans and student goals

Individual Learning Plans are used to support the learning of students who are performing 6 months or more below the expected level or 12 months or more above the expected level. All students are supported by their teacher to set personal goals in English and Mathematics.

The use of GradeXpert was further developed in 2016, with more data collected and more extensive use of data extracted from the program. We continue to provide timely feedback to students and parents by publishing portfolio assessments and work samples online, as they were completed. We provide four reporting periods a year with Terms 1 and 3 as Parent/Teacher interviews and Terms 2 and 4 written reports.

Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Our Purpose is: ‘To provide a flexible and engaging learning environment that facilitates the healthy and holistic development of every child so that they have the knowledge, skills and resiliency to be successful in a rapidly changing world.’

Student Engagement is core to the success of this purpose. Our teachers work in a strong team environment, where they plan together and share their expertise. Students are provided with an inquiry based curriculum, where they are encouraged to have input into curriculum design. They are provided with an element of ‘choice’ and engage in authentic student driven investigations in Science, Technology, Economics and Humanities. Literacy and Numeracy are also woven into these inquiry units. Where possible or appropriate student learning is linked to the community, providing a greater sense of relevance.

Our Students have access to a range of extra-curricular activities including Lunchtime Clubs, Excursions, Incursions, Camps at Years 3 to 6, School Concert, Hot Shots Tennis, Instrumental Music, Leadership Program, Math Olympiad, Interschool Sports, Cultural Days, Whole School Circles, Buddies and visiting authors.

We have comprehensive Transition Programs for all students entering and moving through the school, with a focus on ensuring the anxiety around transition points is reduced for the students by providing relevant information, experiences and familiarity with our learning environments.

Our incoming Year Prep students were invited to engage with our staff on seven occasions, where they participated in activities covering a range of curriculum areas and areas within the school. The aim of the program was to ensure the students were familiar and comfortable in our environment and with our staff.

The Attitudes to School Survey (ATSS) data was used to plan our transition programs, with our Year 2 and 4 students also having input through a focus group set up (which followed the line of questioning in the ATSS). There were strong similarities to the message being provided by all age groups which centred around their anxiety over the change of space, teacher expectations, re-establishing past peer relationships and work load.

Our Year 6 to Year 7 Transition Program included Mount Waverley North Primary School Alumni returning to lead forums on their Secondary School experiences and students were supported by familiarisation with the local library, reading a secondary school timetable, study skills and organization skills.

Our student absences are similar to that of ‘Similar’ schools and continues to be impacted by families taking long-term holidays. Students who either have extensive absences or are flagged as requiring support are followed up by class teachers and / or Principals.



Wellbeing

We are a 'Tribes school' and as such are consistent in our expectations of the school community in following the Tribes Agreements of Mutual Respect, Appreciation, Attentive Listening, Participation and Personal Best. 'Tribes' is supported by 'Play is the Way' activities, designed to support the development of pro social skills.

Student wellbeing is further supported by a variety of programs within the classroom including Mindfulness and Growth Mindset, both designed to support student resilience and positive attitude.

We have an extensive Student Leadership program, with a Junior School Council, School Captains, Year 6 Captains, Whole School Circle Leaders and a Multi Age structure that encourages students throughout the school to develop and show leadership within their Level and Grade. We have also expanded our student led clubs program, which provides opportunities for students to develop their social and emotional skills in areas of interest to them. These clubs include Environment Club, Breakfast Club, Lunchtime Clubs, Sport and Games Clubs, Chess Club and Chinese Club. These clubs have been successful due to the support of our school Chaplain and our parent community.

We have a Chaplain in attendance two days a week to support students, parents and staff with social and emotional development.

A significant period of instability during the 2016 school year created anxiety within all sections of the school community, which has now settled.

For more detailed information regarding our school please visit our website at
<http://www.mtwavnth.vic.edu.au>



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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 243 students were enrolled at this school in 2016, 119 female and 124 male. There were 44% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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>● Lower</p> <p>● Lower</p> <p>● Lower</p> <p>● Lower</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>● Similar</p> <p>● Similar</p> <p>● Similar</p> <p>● Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>16%</td> <td>51%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>11%</td> <td>54%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>38%</td> <td>35%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>41%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>59%</td> <td>16.8%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	16%	51%	32%	Numeracy	11%	54%	35%	Writing	27%	38%	35%	Spelling	27%	41%	32%	Grammar and Punctuation	24%	59%	16.8%	<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 year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>

How to read the Performance Summary

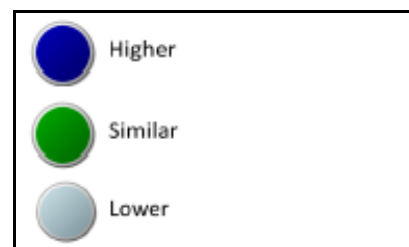
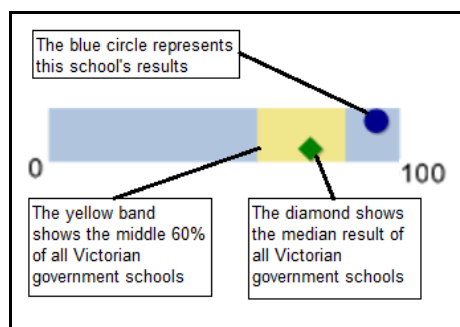
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

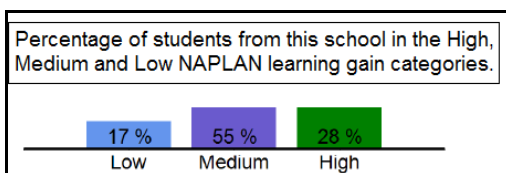
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison 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 measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$1,741,881
Government Provided DET Grants	\$204,133
Government Grants Commonwealth	\$16,528
Revenue Other	\$8,136
Locally Raised Funds	\$264,424
Total Operating Revenue	\$2,235,101

Expenditure	
Student Resource Package	\$1,732,546
Books & Publications	\$559
Communication Costs	\$7,307
Consumables	\$25,667
Miscellaneous Expense	\$157,179
Professional Development	\$5,019
Property and Equipment Services	\$165,758
Salaries & Allowances	\$49,675
Trading & Fundraising	\$34,804
Utilities	\$27,180
Total Operating Expenditure	\$2,205,694

Net Operating Surplus/-Deficit	\$29,408
Asset Acquisitions	\$8,666

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$47,078
Official Account	\$24,906
Other Accounts	\$163,769
Total Funds Available	\$235,754

Financial Commitments	
Operating Reserve	\$69,743
Maintenance - Buildings/Grounds incl SMS<12 months	\$34,000
Revenue Received in Advance	\$29,178
School Based Programs	\$51,739
Provision Accounts	\$40,345
Other recurrent expenditure	\$10,748
Total Financial Commitments	\$235,754

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

The School Council Finance Committee follows the appropriate procedures and protocols in the management of school funds. We continue to renegotiated School Council contracts and insurances, providing greater access to funds. At the end of 2016, we were in a surplus position.

We have received \$51,739 in advance as school fees and Year 6 jumpers.

Major project for 2016 was the installation of synthetic grass and active play templates between Block A and Block B (\$19,410).

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.