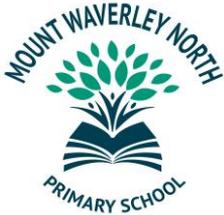


2017 Annual Report to the School Community



School Name: Mount Waverley North Primary School

School Number: 5430



- 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 Regulation 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 2017 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 26 April 2018 at 01:14 PM by Natalie Grieve (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 Regulation 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 2017 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 26 April 2018 at 03:21 PM by Bill Fitzpatrick (School Council President)



About Our School

School Context

Mount Waverley North Primary School is the centre of a vibrant, active and supportive school community with strong parental involvement. We take pride in preparing our students to thrive in the world of today and tomorrow as effective global citizens. We offer a challenging, meaningful and authentic curriculum in an environment of care, collaboration, enterprise and mutual respect. Developing social competence is a priority, with a whole school approach to student learning and wellbeing. The use of High Impact Teaching Strategies across all levels of the school allow us to deliver excellence in teaching and learning. Mount Waverley North Primary School promotes the value of living sustainably through coordinated programs and practices that educate the school community about environmental awareness and responsibilities. Our school motto is *'Aspire, Believe, Achieve'*, and our prime focus is to enable our students to achieve success, particularly in Literacy and Numeracy, develop a strong feeling of confidence and self-worth and develop skills that enable them to contribute positively to society.

A strong emphasis on a developmental approach to Literacy and Numeracy, along with outstanding specialist programs are supported by a range of engaging and enriching school programs and extra-curricular activities both within and beyond the classroom. These include STEM Programs, Coding, Robotics, Chess, Choir, Drama and numerous Sporting activities and opportunities. Mount Waverley North promotes academic excellence and creativity, recognising the importance of educating the 'whole child'.

Our learning spaces boast an abundance of spacious, contemporary and flexible learning spaces. We have a strong commitment to embedding Digital Technologies throughout our curricular areas and have invested in the latest technologies to enhance and engage our students. Our school grounds provide students with fun, safe and varied play spaces. A successful Outside School Hours Care program and facility is popular with families and complements our school provided Breakfast Club.

Our School values of Respect, Integrity, Excellence and Global Citizenship are central to the culture of our school and provide a strong framework for our Students, Staff and School Community to flourish.

Our parent community is a highly supportive and valued resource, providing expertise through School Council and its committees, supporting a range of programs throughout the school, developing community links and leading fundraising activities.

Framework for Improving Student Outcomes (FISO)

Our aim to maximise learning outcomes for students has seen Mount Waverley North commit to a number of improvement initiatives in 2017 in the areas of 'Building Practice Excellence' and 'Curriculum Planning and Assessment'. The development of a strategically planned Whole School Instructional Model, based on explicit instruction designed to support all students has provided consistent lesson structures and high expectations whilst building teacher capacity. In 2018 this will be further enhanced by the development of a Mount Waverley North instructional model for 'Reading', 'Writing' and 'Spelling'. The ongoing development of teacher knowledge and capacity will focus on High Impact Teaching Strategies to cater for the needs of all learners. Curriculum planning and assessment remains at the forefront of our agenda as we implement the Victorian Curriculum, ensuring that Mount Waverley North effectively and consistently assesses student learning, incorporating moderation and teacher judgements.

Building on the work already completed in 2017, the school has taken great measures to implement explicit teaching practices across all year levels and all areas of the Victorian Curriculum. The use of High Impact Teaching Strategies is being embedded in the school's everyday practice, to ensure that we provide excellence in teaching and learning for the students of Mount Waverley North.

Achievement

2017 NAPLAN results have provided the new Principal Team with evidence to confirm our commitment in 2018 and beyond to building a culture of high expectations for student learning and the capacity of staff to deliver high-quality instruction.

Our 2017 NAPLAN results indicate that Year 3 Reading and Numeracy outcomes tracked similar to the State median, but lower than similar schools. Our Year 5 results illustrate lower outcomes than the State median in Reading, but higher outcomes than the State median in Mathematics. The Relative Growth Data -Year 3 to Year 5 shows medium or high growth for 80% of students in Reading, 81% in Numeracy, 90% in Writing, 70% in Spelling and 90% in Grammar & Punctuation. Our NAPLAN 4-year trend data in Year 3 and Year 5 have remained consistent. These results reflect the need to increase the capacity of our teachers, facilitated through a strong focus on rigorous assessment, differentiated instruction and explicit teaching practices across the school.

High expectations for students and staff are a major focus. Our Professional Learning Team (PLT) culture has been further enhanced through a focus on the effective and consistent analysis of assessment data (Whole School Assessment Schedule) that informs targeted and differentiated instruction to meet students' needs. We will develop a consistent approach to the Language of Learning, based on the SOLO Taxonomy. A consistent approach to the teaching of Reading, Writing and Spelling through explicit instruction and team teaching practices will be a focus in 2018.



Engagement

Mount Waverley North continues to focus on empowering students to take greater responsibility for their own learning. The implementation of a range of initiatives and strategies supports our students to broaden their learning experiences and transfer knowledge and understanding into other domains. Students from Prep to Year 6 become increasingly able to self-evaluate their progress against the Learning Intentions and Success Criteria of each learning sequence. Goal-setting and self-evaluations are an important part of the learning process.

Student engagement at Mount Waverley North is enhanced through participation in a range of new student clubs which complement the Victorian Curriculum and provide extended opportunities to engage in students' passions. Clubs include Coding Club, Robotics Club, Drama Club, Photography Club, Science Club, Cooking Club, Environmental Science Club, Chess Club, Art Club, Library Club and Arts & Crafts Club. Other opportunities offered to students include Incursions, Excursions, Camps and Stay Late, School Concert, Instrumental Music Tuition, Math Olympiad, Tournament of Minds, Interschool Sports, Cultural Days and School Buddies.

A strong and continuing focus on STEM and Digital Technologies enables all students to regularly interact with a range of engaging software that motivates them and meets their individual learning needs. As an 'eSmart' accredited school, our rigorous and consistent approach to cyber safety, based on responsible use, supports our focus on Digital Technologies.

Our student absences are similar to the State median. In line with Department of Education requirements, all student absences will be confirmed on the day where the school has not been previously notified by the parent/guardian.

Wellbeing

A change in Principal Team during 2017 represented the start of a new journey for Mount Waverley North Primary School. The school developed a new set of School Values – Respect, Excellence, Integrity and Global Citizenship – after consultation with students, staff and our community. These formed the foundation from which our wellbeing approach across the school has grown. The new school motto – 'Aspire – Believe – Achieve', instills high expectations and a sense of purpose across all that we do. A new school logo provides a further representation of our new culture of excellence and achievement across the school.

2017 Attitudes to School Survey data provided the school with the opportunity to reflect on past practices and implement effective initiatives to target improvement of Student Wellbeing. 78% of students responded that they felt a positive sense of connection to the school. This result led to the implementation of a more focussed approach on individual differences within the school which allowed us to encompass improved Individual Learning Plans, enhanced Student Leadership programs, and the introduction of a range of new clubs and student learning opportunities as outlined previously.

A continued focus on student engagement and wellbeing will build on these changes. The school will now move to implement a Positive Education framework to focus our wellbeing program. All teaching will embed the principles of the PERMA Model of Wellbeing - Positive Emotion, Engagement, Relationships, Meaning and Accomplishments. Our School Chaplain (Wellbeing Support Officer) continues to provide outstanding support to our school community in relation to social and emotional wellbeing.

Our comprehensive 'Whole School Transition' program continues to evolve, ensuring effective transition for students and their families as they move into, through and beyond the school. A deliberate focus on increasing the readiness of students to move successfully into their Prep year of education, and transition into their first year of Secondary School has seen further enhancements and initiatives being implemented as part of the *Whole School Transition Plan*, based on student, parent and teacher feedback.

For more detailed information regarding our school please visit our website at 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 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	
<p>Enrolment Profile</p> <p>A total of 219 students were enrolled at this school in 2017, 104 female and 115 male.</p> <p>40 percent were EAL (English as an Additional Language) students and 0 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>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> Higher</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> 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> 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 Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>65%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>52%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>10%</td> <td>25%</td> <td>65%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>45%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>10%</td> <td>60%</td> <td>30%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	65%	15%	Numeracy	19%	52%	29%	Writing	10%	25%	65%	Spelling	30%	45%	25%	Grammar and Punctuation	10%	60%	30%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	20%	65%	15%																							
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Writing	10%	25%	65%																							
Spelling	30%	45%	25%																							
Grammar and Punctuation	10%	60%	30%																							



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 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1040 1010"> <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>91 %</td> <td>94 %</td> <td>90 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	94 %	90 %	91 %	92 %	91 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	94 %	90 %	91 %	92 %	91 %	92 %										



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>Results: 2017</p>	Similar
<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>Results: 2017</p>	Similar

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)

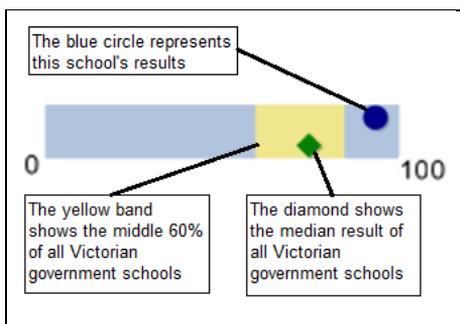
Engagement

- 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).

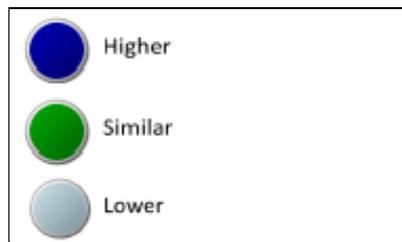


What does *School Comparison* refer to?

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*' 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').



Financial Performance and Position

Financial performance and position commentary

The School Council follows the appropriate procedures and protocols in the management of school funds. Due to a change of School Leadership in the middle of the financial year priorities were re-evaluated and realigned with the new direction of the school. The investment in the new school perimeter fence and addition of synthetic turf at the entrance to the school accounts for \$111,000 of the deficit. The remaining deficit can be attributed to school rebranding costs including signage to identify the school within the community. Government grants allowed the installation of new flagpoles, playground upgrades and designated specialist learning spaces. Equity funding received by the school was invested in additional teacher support to introduce new literacy and numeracy initiatives, a collegiate support program and a Teaching and Learning coach to enhance teacher capacity.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,642,077	High Yield Investment Account	\$37,013
Government Provided DET Grants	\$216,286	Official Account	\$9,186
Government Grants Commonwealth	\$14,033	Other Accounts	\$80,216
Revenue Other	\$4,233	Total Funds Available	\$126,416
Locally Raised Funds	\$238,387		
Total Operating Revenue	\$2,115,015		
Equity¹			
Equity (Social Disadvantage)	\$13,455		
Equity Total	\$13,455		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,659,787	Operating Reserve	\$75,986
Books & Publications	\$554	Maintenance - Buildings/Grounds incl SMS<12 months	\$25,000
Communication Costs	\$8,410	Repayable to DET	\$17,710
Consumables	\$61,269	Other recurrent expenditure	\$7,720
Miscellaneous Expense ³	\$132,308	Total Financial Commitments	\$126,416
Professional Development	\$20,524		
Property and Equipment Services	\$204,082		
Salaries & Allowances ⁴	\$57,506		
Trading & Fundraising	\$48,303		
Utilities	\$42,923		
Total Operating Expenditure	\$2,235,666		
Net Operating Surplus/-Deficit	(\$120,651)		
Asset Acquisitions	\$0		

(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 05 March 2018 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.

