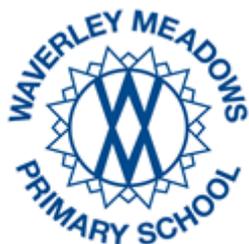


2019 Annual Report to The School Community



School Name: Waverley Meadows Primary School (5105)



"To learn is to grow"

- 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 2019 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 27 May 2020 at 05:05 PM by Alison Lough (Principal)

The 2019 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 10 August 2020 at 10:06 AM by Paul Kindler (School Council President)

About Our School

School context

Waverley Meadows Primary School provides a dynamic and supportive learning environment with the aim of developing compassionate, resilient, confident and creative thinkers with a lifelong love of learning. This is complemented by a whole school approach to support the needs of each child. The development of an individual's wellbeing is the foundation on which success in life is built. An integral part of our tradition has been focusing on academic potential and growth mindsets; establishing supportive relationships, developing resilience and persistence and students making a meaningful contribution to their community, either inside or outside of school.

We aim for our students to engage in problem solving; set learning goals to further improve performance; to think creatively and imaginatively; and to communicate accurately, clearly and effectively. Our comprehensive programs provide students with a balanced development of the intellectual, emotional, physical, social and cultural elements of life in order to enable them to reach their potential both as a student and as a member of the community. We maintain a strong focus on literacy, numeracy and science supported by a comprehensive and sequential integrated curriculum.

As a rich, multicultural community, we shared the common values of Resilience, Excellence, Acceptance, Co-operation and Honesty, which are fostered in classroom practice and promoted through our school programs. Three specialists deliver engaging Visual and Performing Arts, Japanese and Physical Education programs. We continued our commitment to extending learning beyond the classroom by offering co-curricular opportunities such as coding, electronics, dance, sustainability, music, fitness and the Stephanie Alexander Kitchen Garden program.

The school had a high level of parental and community involvement including classroom assistance, social activities, Working Bees, excursions and incursions, as well as School Council Sub-committees

The school had 17.2 EFT staff: which included 1 Principal class, 1 Leading teacher, 11.2 teacher class and 4 Education Support staff.

Framework for Improving Student Outcomes (FISO)

2019 Annual Implementation Goals

Key FISO Priorities:

Key Improvement Strategy 1 - Building practice excellence

Develop and embed a rigorous and documented curriculum, assessment schedule and shared pedagogical approaches.

Key Improvement Strategy 2 - Empowering students and building school pride

To use the FISO improvement cycle to reflect on the current status of student voice, agency and leadership in our school and classrooms.

Key Improvement Strategy 3 - Setting expectations and promoting inclusion

Develop an agreed whole school approach to Positive Education and student resilience to support student health and wellbeing.

Key Improvement Strategy 4 - Curriculum planning and assessment

To improve the school climate, implement processes to enable and support teachers to plan and teach collaboratively, in order to build collective efficacy.

Engage students with their learning through the implementation of a structured literacy and numeracy program and whole school curriculum plan.

Effectively use collective assessment data to inform planning and differentiated instruction.

Waverley Meadows is a member of FISO group with four other schools- all of which focus on improving data literacy amongst the teaching staff.

To assist in improving the use of student data to plan for and inform future learnings, the FISO group developed professional opportunities for staff to share current practices and how they feedback the data outcomes to students.

Achievement

The overall performance summary indicates that students across our school are performing at a similar level to the state average in Literacy and numeracy.

In 2019, our school wide focus on Spelling ensured all levels were consistently using the same practices and approaches to develop new skills.

The school improvement team continued to focus on priorities of documented curriculum and consistency of delivery across the school. Reading has been prioritised and is more visible in classrooms. Throughout the school, learning walks reveal anchor charts, evidence of student reading (and writing), reading routines and inquiry displays. Reading Journals and conferences are evident across the school in all year levels.

A whole school methodology on understanding the reading model / writing model is consistent between classrooms. This continues to be refined and improved with rigorous discussions in staff professional learning sessions, supported by our Learning Specialist in Literacy.

Engagement

Waverley Meadows Primary School supports students to reach their full potential by providing a challenging, nurturing and safe learning environment.

We actively monitor student attendance using a digitised monitoring and alert program that sends SMS messages to parents of unexplained absences. This is strengthened with principal / teacher alerts so personalised phone calls are made to families with higher percentages of regular inattendance.

Individual Education plans are devised for students in the following categories:

- attendance concerns
- learning needs
- Koorie students
- students in out of home care

Strategies to enhance engagement include dance club, library, storytime, art club, gardening club, SRC activities and the school newspaper. Our student leadership group was enhanced in 2019 with a wider range of roles being assigned.

Wellbeing

The school places a strong emphasis on Student Wellbeing. Creating a positive and engaging school culture forms the basis on which we believe optimal learning will occur. We aim to provide quality educational programs with a supportive learning environment that promotes excellence and fosters participation and communication. A range of programs enhance student relationships, develop resilience and student safety including the School Wide Positive Behaviour Support Program, SRC, Growth mindset activities and the buddy program. We continue to ensure all staff

are trained in SWPBS and work on a weekly focus for the whole school. Our STAR captains are active in the yard during break times and support this program with awards at assembly.

Our student attitudes to school (AToS) data remained positive in 2019.

Financial performance and position

The schools financial position ended in a deficit as enrolments have dropped yet staffing numbers remained. A number of short term contracts were offered in late 2019, a family leaver returned from leave and one staff member was offered ongoing employment.

A learning specialist was also employed.

Equity funding was primarily used for professional learning to build teacher efficacy when personalising the learning for all students by correctly identifying and targeting the Zone of Proximal Development in Writing and Reading.

We have engaged with Schools strategic financial advisors to ensure advice and monitoring occurs in order to move forward with finances.

The Commonwealth Government grants allocation provided us a Schools Sporting Grant to run basketball clinics for students in years 2 -5 and to purchase basketballs to encourage active practise during the breaks.

For more detailed information regarding our school please visit our website at
<https://www.waverleymeadowps.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 202 students were enrolled at this school in 2019, 91 female and 111 male.

22 percent of students had English as an additional language and np 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: High

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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	85.2	85.8	79.2	92.0

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	78.4	79.5	68.5	87.9

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	90.8	89.7	81.7	95.0	Below
Mathematics	92.5	90.3	81.8	95.8	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	73.9	76.5	60.0	90.0	Below
Year 3	Numeracy (latest year)	70.8	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	68.8	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	68.8	59.3	41.2	76.4	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	75.8	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	67.7	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	69.1	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	64.8	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	25.9	48.1	25.9
Numeracy	17.9	46.4	35.7
Writing	25.9	51.9	22.2
Spelling	18.5	44.4	37.0
Grammar and Punctuation	22.2	66.7	11.1

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	16.9	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	15.4	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	90	90	94	89	93	93	92

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	84.3	80.9	71.8	88.9	Similar
Percent endorsement (3 year average)	86.6	81.4	73.9	88.1	-

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	82.7	81.6	72.2	90.0	Similar
Percent endorsement (3 year average)	81.8	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$1,557,272
Government Provided DET Grants	\$223,852
Government Grants Commonwealth	\$21,036
Government Grants State	\$0
Revenue Other	\$55,906
Locally Raised Funds	\$187,948
Capital Grants	\$0
Total Operating Revenue	\$2,046,014

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,531
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$14,531

Expenditure	Actual
Student Resource Package ²	\$1,541,565
Adjustments	(\$9)
Books & Publications	\$614
Communication Costs	\$3,170
Consumables	\$46,667
Miscellaneous Expense ³	\$104,902
Professional Development	\$6,417
Property and Equipment Services	\$95,334
Salaries & Allowances ⁴	\$86,778
Trading & Fundraising	\$31,678
Travel & Subsistence	\$0
Utilities	\$30,194
Total Operating Expenditure	\$1,947,309
Net Operating Surplus/-Deficit	\$98,705
Asset Acquisitions	\$5,800

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$146,397
Official Account	\$10,583
Other Accounts	\$14,058
Total Funds Available	\$171,038

Financial Commitments	Actual
Operating Reserve	\$60,753
Other Recurrent Expenditure	\$1,690
Provision Accounts	\$0
Funds Received in Advance	\$21,680
School Based Programs	\$14,647
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$70,579
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$169,349

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 26 Feb 2020 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, including:
 - 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) factors:
 - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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, 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 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').