

2020 Annual Report to The School Community



School Name: Waverley Meadows Primary School (5105)



- 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 26 April 2021 at 06:34 PM by Alison Lough (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 27 April 2021 at 02:59 PM by Jen Coles (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

Waverley Meadows Primary School is in Wheelers Hill, on Columbia Drive. The school grounds are expansive, with plenty of space both indoors and out. It became apparent last year that many people in the community, did not realise the school existed because it does not front a main road and had little presence in the community. Therefore marketing the school became a focus in 2020.

The school has gone through a period of significant change over the past 12 months. Following the appointment of a new principal in Term 2 2020, the school moved to remote learning due to the Covid pandemic. During this time, the school vision and values were revised, with input from the entire school community - parents, students and staff. Our updated vision is:

We develop our students to be critical and creative thinkers with a passion for learning. We will embrace opportunities for growth and act with kindness and respect.

Our values have been slightly adapted and reduced, as there were too many. The acronym REACH has been dropped and STAR has been kept. A STAR of Waverley Meadows Primary School will demonstrate:

SAFETY - We act in a manner that keeps ourselves and those around us safe

TEAMWORK - We work together to achieve our goals

ACCOUNTABILITY - We take responsibility for our actions and our learning

RESPECT - We use kind words and gestures and celebrate the achievements of others.

In 2020 we had an enrolment of 160 students, across 8 classes - 1 x Prep, 2 x 1/2, 2 x 3/4, 1 x 5, 1 x 5/6, 1 x 6. We had 12.8 equivalent full time staff in term 1 and 2, which reduced to 11.4 equivalent full time staff in term 3 and 4. The school's SFOE (Student Family Occupation Education) Index was 0.2729. The student population is culturally diverse. Many are from non-english speaking families.

Waverley Meadows had 2 ATSI students and 2 international students enrolled in 2020. Unfortunately due to the pandemic, the international students were unable to attend school past term 1 due to border restrictions preventing them entrance to Australia and an inability to access online learning due to their local government restrictions.

Framework for Improving Student Outcomes (FISO)

Waverley Meadows Primary School delivered on our Key Improvement Strategy from the Annual Implementation Plan to embed the Reader's Workshop Model across the school. Classroom libraries were established and students were well on their way to establishing their own reading goals in term one. Teachers were all becoming familiar with reading conferencing with students and were able to effectively use Fountas and Pinnell Assessments to ascertain students reading levels and areas of need.

Some of the associated AIP actions and professional development plans were unable to be completed in the expected timeframe due to the move to remote and flexible learning in term 2.

The move to remote and flexible learning for Waverley Meadows came as a challenge that was met head on by our staff. An extremely successful program was developed and was very well received and attended by most of the school community. Feedback from families was regularly acted on and the second round of remote learning saw several changes to reduce the burden on struggling families. Google Classroom was used by all staff and students and continues to be a tool to support students learning at school and at home. Teacher's developed instructional videos of lessons and met regularly with students via Google Meets both as a whole class and in small learning groups. Feedback on student work and progress was provided as often as possible.

Achievement

The majority of students made learning growth in 2020, despite the time spent in remote and flexible learning. Where growth was low, this correlated with students who had lower engagement with remote learning. These students have been identified for inclusion on this year's Tutor Learning Initiative. Many students relished the opportunities to undertake more self-directed activities and projects and enjoyed opportunities to share presentations and information with their teacher and classmates online.

According to teacher judgements (as assessed against Victorian Curriculum Standards) the percentage of students achieving above the expected level across the school in English remained high at 36.9%, although this is down from 49.7% in 2019. The percentage of students achieving below expected level increased from 7% to just 8.1%. Considering the turbulent year 2020 was, this is a good result. In fact, in year 6, the percentage of students achieving above expected level grew to 50% and the percentage achieving below expected level dropped to just 3.6%. In mathematics there was a larger drop in percentage of students achieving above expected level from 49% to 33.5%. The percentage of students achieving below expected level grew from 6.6% to 8.2%. Once again, the year 6 cohort grew in percentage of students achieving above, and dropped in percentage achieving below. This can be partly attributed to the ability of the older cohort of students to engage more fully in remote learning.

Engagement

A focus on personalised learning and programs such as Reader's workshop encourage students to set their own goals and assess their own progress (guided by their teacher). More self-reflection and opportunities for students to share in the development of personal learning goals are just the start of the ways in which Waverley Meadows aims to build student voice and agency.

The long period of Remote and Flexible Learning proved a challenge for many students, with a handful of students barely engaging at all. On the other hand, a few students who were regular absentees from school, attended online more regularly.

Improvement in the digital technologies available to support student learning and assist teachers in delivering engaging and relevant lessons has been a priority during 2020. As a result, 30 new Laptops and 30 new iPads were purchased. Investment in programs such as Epic and Minecraft for Education aims to further increase student engagement and assist teachers to differentiate the curriculum.

Students with low attendance and one student with chronic absenteeism were encouraged to increase their attendance at school using a variety of strategies. Meetings with the students, their parents, psychologists and social workers were held and teachers put supporting strategies in place as agreed using a return to school plan.

According to school absence data, students across P- 6 on average had 16.02 days absent in 2020, which is just down on the 16.82 day average in 2019. Absence data for Waverley Meadows is slightly higher than the state average, and we would like to reduce our absences even further this year.

Wellbeing

The School Wide Positive Behaviour Support program that was in place at the start of 2020 was found to be limiting and in some ways having the opposite effect to what its purpose is. A review of the program was held and it was decided to move in a different direction. By the end of 2020 it had been decided after research by the school wellbeing team, to move down an Emotional Intelligence pathway and find an approach that supported students to develop necessary personal and social capabilities as outlined by the Victorian Curriculum. A new approach has been implemented this year - using Play Is The Way.

During Remote and Flexibe Learning students were regularly asked how they were coping using a variety of measures including online surveys (a simple emoji check in with tick boxes for younger students). Teachers used this information to prioritise individual and small group check-ins with students. Teachers were also watching students during online meetings for signs of disengagement or changes in personality or mood and discussed these with the principal. These students were then tracked closely to ensure they had plenty of support from school.

Financial performance and position

Waverley Meadows had a healthy bank balance at the end of 2020 despite the Student Resource Package running at a deficit. The funds in the bank have been saved for making improvements to the facilities and grounds of the school, following the internal building renovations which concluded at the beginning of this year.

With lower enrolment numbers than expected in 2020, the school was running with more staff than required. There were also staff who were in non-teaching roles that put the SRP into a further deficit. Two students who were funded through the program for students with disabilities also left, meaning this funding was lost from the SRP.

Waverley Meadows received a small amount of equity funding and this was used to support students at risk with integration support.

School Council entered into a contract with Community Osh to run Before School Care. They were already running After School Care at the school. The school-based out of hours care before school that had been running prior to this was costing the school money.

For more detailed information regarding our school please visit our website at
<https://www.waverleymeadowsp.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 170 students were enrolled at this school in 2020, 71 female and 99 male.

21 percent of students had English as an additional language and NDP 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.

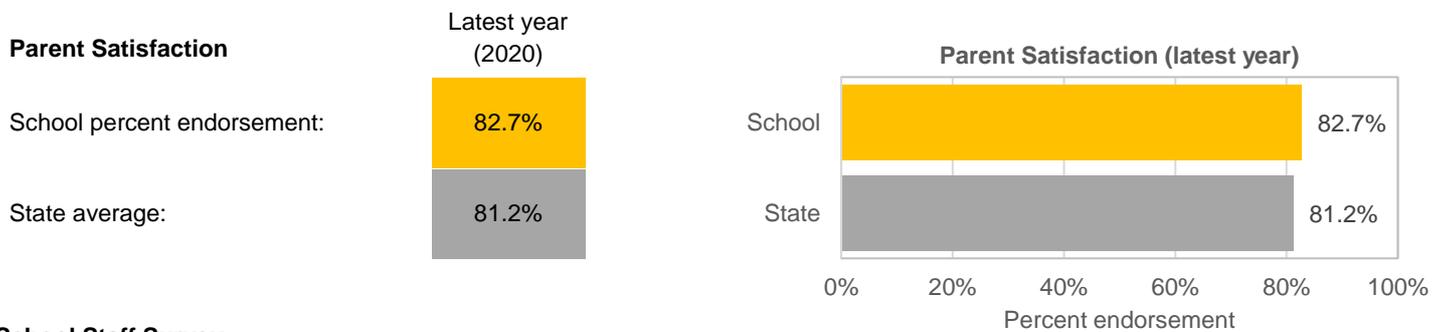
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

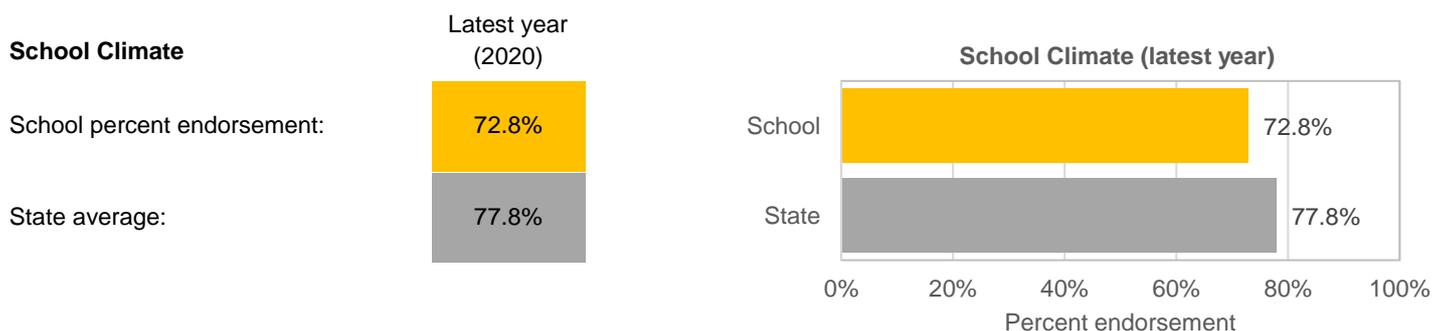


School Staff Survey

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:

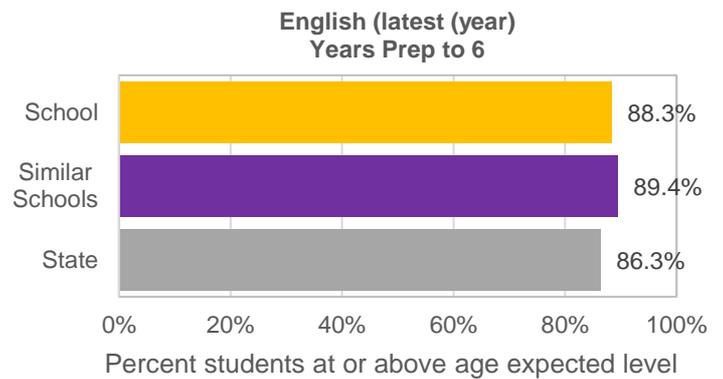
88.3%

Similar Schools average:

89.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

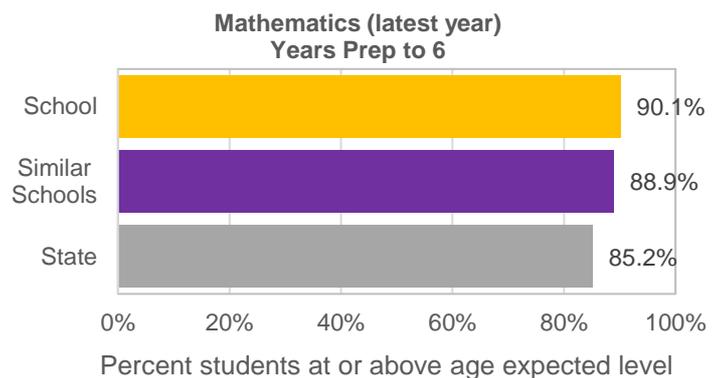
90.1%

Similar Schools average:

88.9%

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

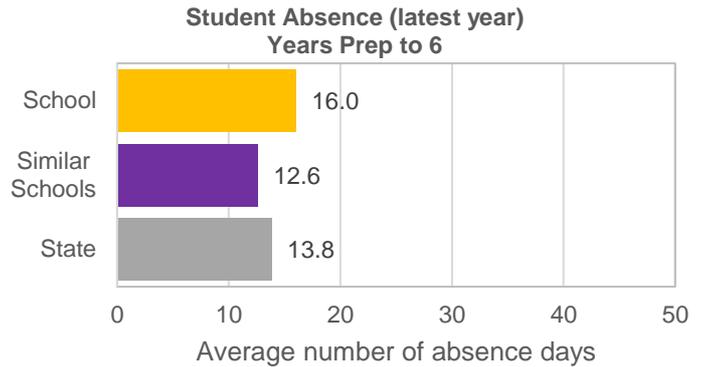
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.0	15.6
Similar Schools average:	12.6	14.5
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):	89%	93%	91%	93%	90%	93%	92%

WELLBEING

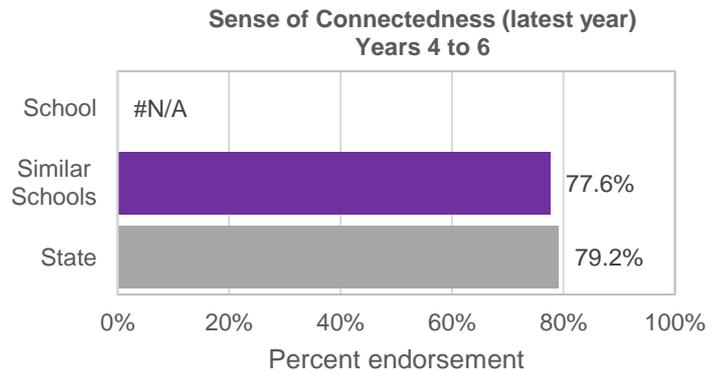
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	86.4%
Similar Schools average:	77.6%	78.6%
State average:	79.2%	81.0%



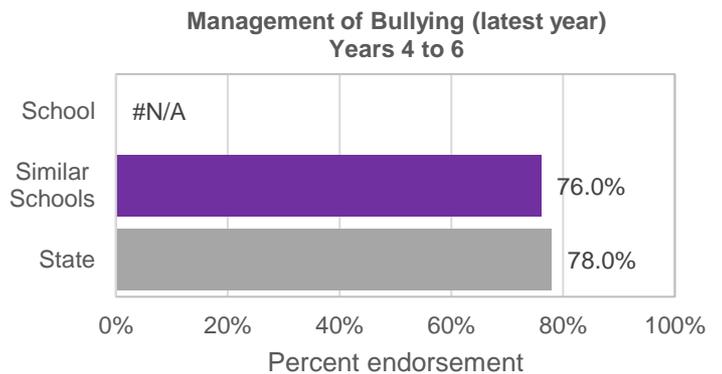
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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	81.7%
Similar Schools average:	76.0%	78.3%
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	\$1,365,954
Government Provided DET Grants	\$259,417
Government Grants Commonwealth	\$4,780
Government Grants State	NDA
Revenue Other	\$24,143
Locally Raised Funds	\$70,101
Capital Grants	NDA
Total Operating Revenue	\$1,724,395

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,462
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$14,462

Expenditure	Actual
Student Resource Package ²	\$1,413,916
Adjustments	NDA
Books & Publications	\$342
Camps/Excursions/Activities	\$2,453
Communication Costs	\$12,297
Consumables	\$34,203
Miscellaneous Expense ³	\$16,914
Professional Development	\$6,765
Equipment/Maintenance/Hire	\$70,805
Property Services	\$32,011
Salaries & Allowances ⁴	\$37,280
Support Services	\$34,030
Trading & Fundraising	\$6,548
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$22,607
Total Operating Expenditure	\$1,690,170
Net Operating Surplus/-Deficit	\$34,225
Asset Acquisitions	\$9,995

- (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	\$223,319
Official Account	\$6,395
Other Accounts	\$16,968
Total Funds Available	\$246,682

Financial Commitments	Actual
Operating Reserve	\$41,778
Other Recurrent Expenditure	\$9,494
Provision Accounts	NDA
Funds Received in Advance	\$41,127
School Based Programs	\$63,912
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$62,686
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$27,686
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$246,682

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.