

# 2021 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](http://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 2021 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 29 April 2022 at 02:06 PM by Alison Lough (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 30 April 2022 at 11:47 AM by Jen Coles (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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## 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).

### 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

## How to read the Annual Report (continued)

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### 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.

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### 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.

'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.

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### 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 disabilities 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

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### School context

Waverley Meadows Primary School is located in the suburb of Wheelers Hill in the City of Monash. The school is a part of the Northeast Victoria Region – Inner East Network.

#### VISION

At Waverley Meadows Primary School 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.

#### VALUES

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.

#### PURPOSE

WMPS aims to provide a comprehensive curriculum that is guided by the Victorian Curriculum and is differentiated to meet student needs. Students are provided as many varied experiences and opportunities as possible to complement and enhance the core curriculum subjects. The school wellbeing program covers the 4 areas of personal and social capability through an Emotional Intelligence framework. Students are assisted to become self-reflective, empathetic and socially competent through weekly participation in games, activities and discussions, and the use of an empowering language.

#### ENROLMENT

In 2021 we had 141 students, across 7 grades.

There were two international students enrolled, however these students were not able to attend due to being unable to leave China.

We had two Aboriginal students.

Many families moved away from Wheelers Hill during 2021, with many of these moves being as a result of the pandemic.

#### WORKFORCE

In 2021 we had 8 EFT teachers, 1 integration aide and 1 Business Manager.

Specialist subjects offered were The Arts, Japanese and Physical Education

#### FACILITIES

The school grounds include an indoor multi-purpose hall, three main open plan classroom buildings and one administration building. There are two sheds, two small shipping containers and a chicken coop with attached run.

The grounds include two separate playgrounds, two basketball/netball courts, an oval and an established vegetable garden featuring edibles used in an Agricultural Science program.

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### Framework for Improving Student Outcomes (FISO)

WMPS adopted the Key Improvement Priorities as recommended by the DET, for all schools, in response to the previous year of COVID interruptions.

These were -

1. Learning, catch-up and extension priority
2. Happy, active and healthy kids priority

Despite the challenges as posed by Remote and Flexible Learning, we managed to focus on making improvements in these priority areas and were successful in doing so.

Our three greatest successes through 2021 in relation to the Framework for Improving Student Outcomes (FISO) were:

1. Successful Remote and Flexible Learning Program, incorporating whole class and small group sessions using Google Meets. Classroom teachers and Specialists set up exemplary remote programs using Google Classroom and students had many opportunities to engage with their learning and their teachers despite the lockdowns.
2. Introducing Little Learners Love Literacy in response to research undertaken by our Literacy Specialist and Curriculum team. This is a systematic synthetic phonics approach used in the junior classrooms. Last year it was used in PREP and has enabled students to be extended in their sound knowledge. The program was also utilised by the Learning Tutor with some older student groups. Prep assessment data supports the continued use of this program.
3. Staff have continued to use growth mindset language as provided through the Play Is The Way methodology. This has seen improved levels of Emotional Intelligence across the school and noticeably in some groups of students. This is also evidenced by the Attitudes to School Survey (year 4-6).  
Assembly Awards relating to the Key Concepts in Play Is The Way were introduced.  
There was further embedding of Play is the Way approaches across the school - both as stand alone sessions and throughout other curriculum areas.

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## Achievement

2021 was another tough year for all staff, students and the community. While our Remote and Flexible Learning Program was well planned, implemented and received, it was very hard to sustain. Only 13 parents participated in the parent opinion survey as a result of lockdowns and remote learning. The questions in the survey which are conducted by the Department of Education were heavily focussed around remote and flexible learning and due to the struggle this was for most families, we believe our parent opinion survey results are not an accurate reflection of the community feelings about our school. Feedback from school developed surveys and in-person conversations is overwhelmingly positive. We continue to work closely with the school council and wider parent community to improve our approaches and practices.

Staff and student (year 4-6) surveys have both made gains showing the improvement initiatives that have been implemented are making a difference to morale and connectedness across the school.

We believe our Remote Program provided students with a comprehensive virtual classroom environment that encouraged participation and provided feedback on student learning as much as possible. Upon the return to school, students and staff alike adopted some new or adjusted practices such as a wider choice of spaces and work choices/styles that suited student learning preferences.

A renewed focus on personalised learning when school was taking place onsite was important in establishing each student's level of progress and identified gaps in learning.

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## Engagement

WMPS had excellent student attendance rates in 2021, both onsite and during Remote Learning, with staff making exceptional efforts to connect with all students. Staff made special efforts to contact and engage students who were reluctant to participate in the online program. Attendance rates of students at WMPS are higher than state levels. We run and participate in a variety of extra-curricular activities to provide our students with different experiences and opportunities for developing skills and interests in a variety of areas. These include sport clinics, after school sports, lunchtime clubs, John Monash Science School groups, RoboGals, Monash Youth Services initiatives, individual and small group instrumental music lessons, choir, dance and more.

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## Wellbeing

Health and Wellbeing was our key focus in 2021, becoming more and more a priority with each lockdown and return to Remote and Flexible Learning.

Student and community surveys were regularly conducted through the year to gauge how people were feeling/coping and determine what types and levels of supports were needed and desired.

There was a regular timetabling of the Emotional Intelligence (SEL/PITW) program for all classes. Classes were regularly seen and heard participating in the PITW games and subsequent discussions. Teachers were more consistent in their use of the empowering PITW language and students were encouraged to be more reflective about their own feelings and actions.

A volunteer Chaplain was sourced and worked with several students and cohorts one day per week.

The school wellbeing dog introduced by the Principal was a big hit and assisted many students in their return to school from remote learning.

Dream Dogz - a program designed to enhance student wellbeing through connection and training with the school wellbeing dog, dog trainers and a small group of peers was also a big success. Students involved with the program grew in confidence and in their social competence as a result of their involvement.

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### Finance performance and position

A continued decline in enrolment numbers (which was predicted and expected in 2021) meant less money in our Student Resource Package. Despite working hard to reduce our SRP deficit through a variety of measures, we remained in a deficit at the end of the year (though significantly smaller deficit than the year prior). All schools in the area have seen a drop in enrolments this year and early learning centres have experienced similar decline in numbers. Our enrolments did not decline as much as initially predicted which is testament to the programs and improvements being made at WMPS. The school is gaining more attention in the community and interest is growing, making us a new school of choice in the area.

Money in the bank remained stable through the year, with planned landscaping projects being undertaken in the second half of the year, which saw the spending of a significant amount of saved money - this included funds acquired through fundraising. New fundraising initiatives and plans for further grounds upgrades are in the pipeline for the next 12 months.

The ongoing issue of excess staff continued in 2021 and some staff members moved to other schools in 2022 as a result.

Waverley Meadows received a small amount of equity funding and this was added to our tutor funding to provide further small group learning support to students in english and maths.

**For more detailed information regarding our school please visit our website at**  
<https://www.waverleymeadowsps.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 142 students were enrolled at this school in 2021, 54 female and 88 male.

19 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).

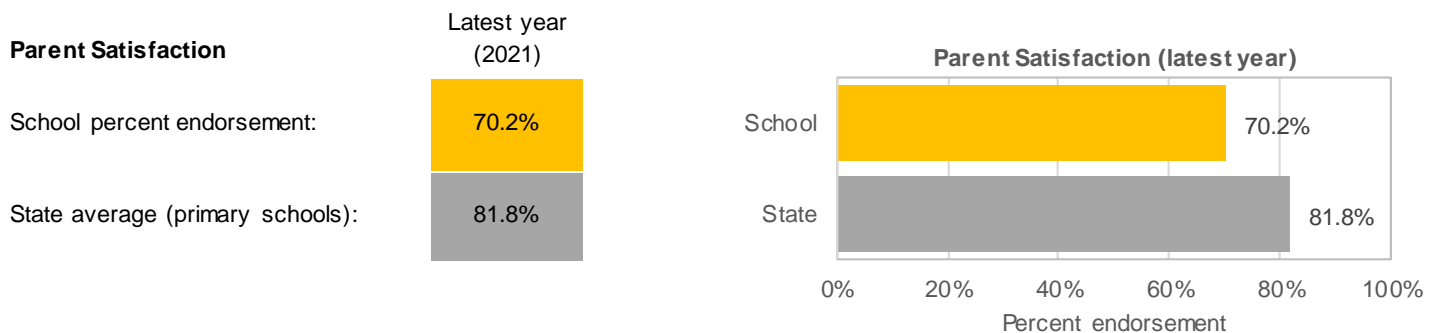
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

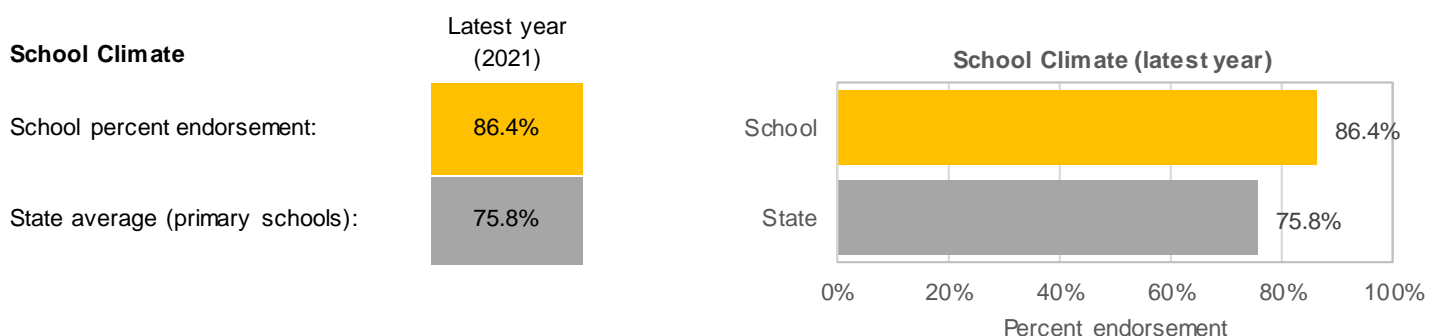


### School Staff Survey

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  
(2021)

School percent of students at or above age expected standards:

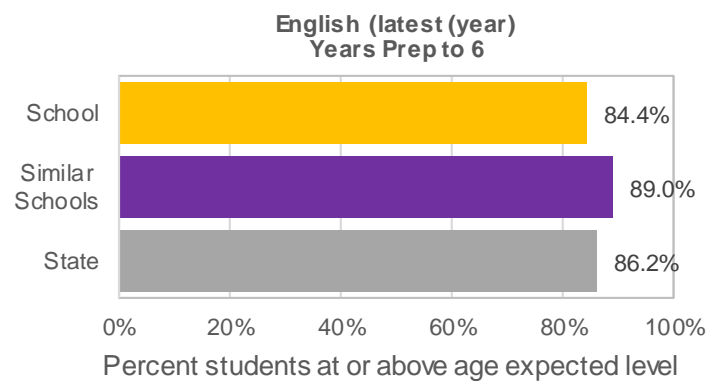
84.4%

Similar Schools average:

89.0%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

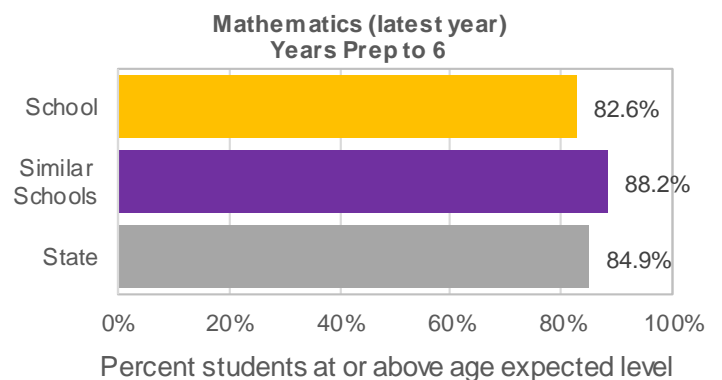
82.6%

Similar Schools average:

88.2%

State average:

84.9%





**ACHIEVEMENT (continued)**

**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.

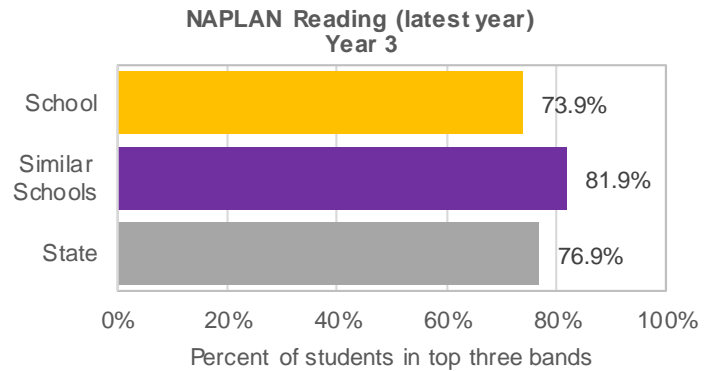
**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

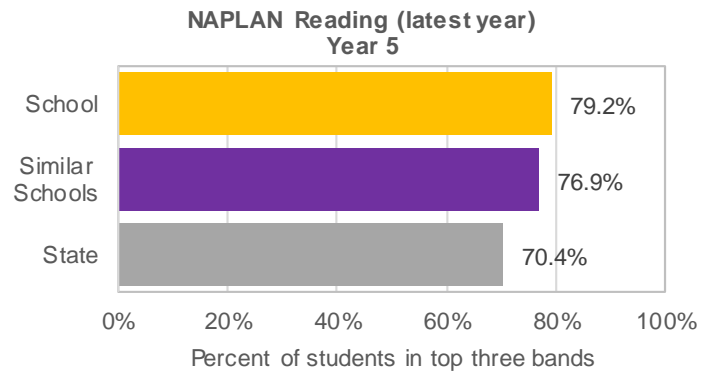
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	73.9%	74.4%
Similar Schools average:	81.9%	81.8%
State average:	76.9%	76.5%



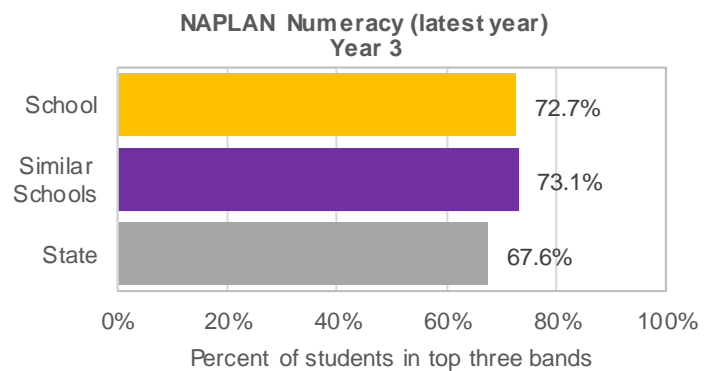
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	79.2%	70.3%
Similar Schools average:	76.9%	74.2%
State average:	70.4%	67.7%



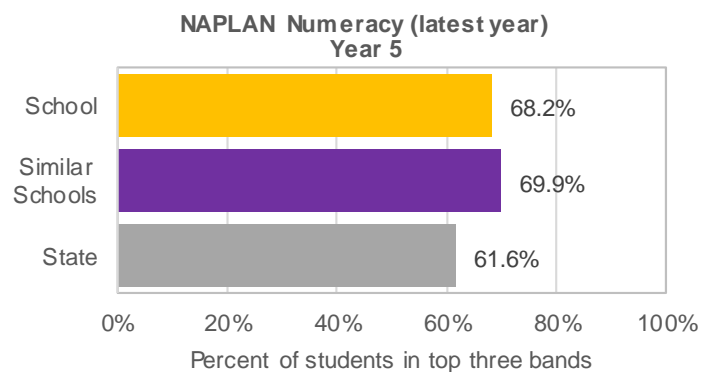
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.7%	73.6%
Similar Schools average:	73.1%	74.3%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.2%	66.7%
Similar Schools average:	69.9%	66.7%
State average:	61.6%	60.0%



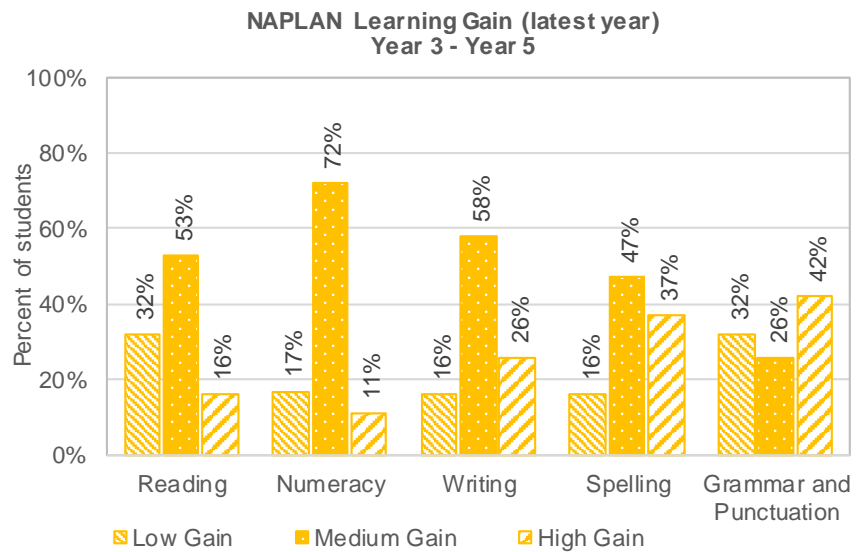
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	32%	53%	16%	25%
Numeracy:	17%	72%	11%	26%
Writing:	16%	58%	26%	25%
Spelling:	16%	47%	37%	26%
Grammar and Punctuation:	32%	26%	42%	25%



## ENGAGEMENT

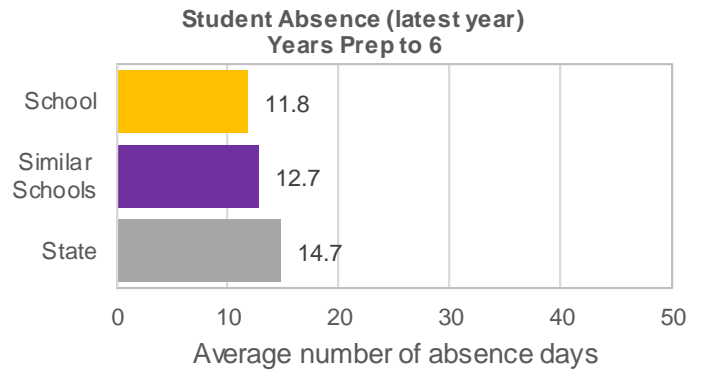
**Key:** ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	11.8	15.0
Similar Schools average:	12.7	13.9
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	92%	94%	94%	94%	94%	94%

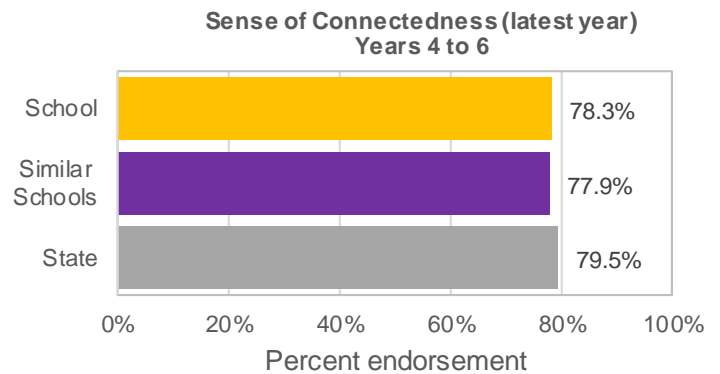
**WELLBEING**

**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).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	78.3%	83.6%
Similar Schools average:	77.9%	78.4%
State average:	79.5%	80.4%

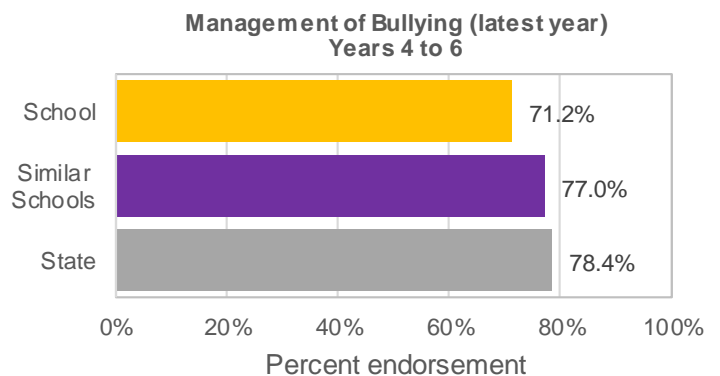


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	71.2%	78.2%
Similar Schools average:	77.0%	78.0%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$1,257,170
Government Provided DET Grants	\$208,897
Government Grants Commonwealth	\$10,680
Government Grants State	\$0
Revenue Other	\$7,783
Locally Raised Funds	\$74,039
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,558,568</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$9,922
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$9,922</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,257,253
Adjustments	\$0
Books & Publications	\$3,899
Camps/Excursions/Activities	\$30,001
Communication Costs	\$4,576
Consumables	\$28,323
Miscellaneous Expense <sup>3</sup>	\$12,369
Professional Development	\$12,249
Equipment/Maintenance/Hire	\$73,425
Property Services	\$114,133
Salaries & Allowances <sup>4</sup>	\$76,410
Support Services	\$55,671
Trading & Fundraising	\$7,322
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$17,277
<b>Total Operating Expenditure</b>	<b>\$1,692,907</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$134,338)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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 24 Feb 2022 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 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$71,012
Official Account	\$20,306
Other Accounts	\$19,830
<b>Total Funds Available</b>	<b>\$111,148</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$56,821
Other Recurrent Expenditure	\$4,250
Provision Accounts	\$0
Funds Received in Advance	\$18,625
School Based Programs	\$10,747
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,058
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$57,467
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$167,969</b>

*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.*