

# 2018 Annual Report to The School Community



School Name: Mount Eliza Primary School (1368)



- 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 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 2018 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 08 March 2019 at 10:34 AM by Brett Bell  
(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 2018 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 29 March 2019 at 12:21 PM by Kym Davidson  
(School Council President)

## About Our School

### School context

Mt Eliza Primary School is situated on the Mornington Peninsula approximately 50 kilometres from Melbourne. The school had a population of 646 students in 2018. Our school aims to provide a dynamic learning environment that engages students who work to achieve their personal best in an atmosphere of mutual respect and cooperation. Respect, responsibility, connectedness, resilience and challenge are values that we promote through every aspect of school life.

The demographic is reasonably stable in Mt Eliza with most available land having already been established for housing. Our school population is predominantly Anglo Saxon or second generation European. A small number of students have English as a Second Language. Only a small number of Koorie students currently attend MEPS at present. We have five students supported by the Program for Students with Disabilities.

The school's staffing profile consisted of an aggregate of 42.95 equivalent full time positions of which 32.25 were teaching. In 2018 there was a total of 12 part time teaching staff, 13 support staff, 9 Classroom Teacher Level 1, 26 Classroom Teacher Level 2, 1 Leading Teacher, 2 Learning Specialists and 2 Principal Class staff. Turnover of staff has been low with many teachers choosing to stay at the school for long periods of time. In 2018, we saw 2 staff members promoted to the position of Assistant Principal at different local schools.

2018 saw the first year of implementation for the new Strategic Plan.

### Framework for Improving Student Outcomes (FISO)

In 2018, the major FISO areas focussed on were Building Practice Excellence in the area of Excellence in Teaching and Learning and Health and Wellbeing in the area of Positive Climate for Learning.

The main focus in the area of Building Practice Excellence was on developing a whole-school approach to the effective teaching and learning of writing that supports all students make appropriate progress. The literacy team undertook an inquiry approach into the effective teaching and learning of writing resulting in the development of a whole-school approach. A number of professional development sessions were held with external and internal providers as well as whole-school writing moderation sessions to assist teachers in the assessment of student writing. A clear outline of expectations based on research was developed. Implementation of this approach began in the second half of 2018 and will continue in 2019 and beyond.

In the area of Health and Wellbeing, the main focus was developing a school-wide approach to mindfulness, resilience and goal setting through the development of a common language used throughout the school - 'At Mt Eliza Primary School we choose to think and act safely, make wise choices, listen and speak respectfully and be brave enough to learn'. This is linked to our school values of respect, responsibility, resilience, connectedness and challenge. Mindfulness has been implemented in all classrooms on a regular basis through circle time, homework activities, a designated wellbeing teacher who takes the class for a day a term (to provide Professional Practice Day release) and through Nathan Burke's incursion program for grades 3-6. The SWT program has been maintained with a teacher released each fortnight from each teaching team to speak with and support individual students with their social/emotional needs.

### Achievement

In recent time, whole-school approaches to the effective teaching and learning of Maths and Reading have been established here at Mt Eliza Primary School. The results of this work can now be seen in a variety of data sets. The percentage of students with low growth in reading and numeracy in NAPLAN has fallen to well below 25%, with students achieving high growth remaining above 25%. In numeracy, the number of students achieving high growth continues to increase well beyond 25%. Alongside these results, the correlation between achievement in NAPLAN and teacher judgement remains strong in both reading and numeracy with the increased focus on these areas in recent time. Priority teams continue to monitor and develop these areas each year to ensure all teachers are supported to deliver a high quality program that caters for all students. Our development of a whole-school approach to writing in 2018 will continue to take time to fully implement, but it is expected that significant changes to student achievement will begin to occur in 2019 and beyond.

## Engagement

Student engagement at Mt Eliza Primary School continues to remain at a high level when judged by the student attendance results. Most student absences are either due to illness/appointment or family holiday, rather than a lack of student engagement. The school employs a variety of strategies to monitor, track and follow-up student attendance issues. In 2018, a focus on receiving and acting upon student voice was undertaken. This has seen all teachers seeking specific feedback from students each term. The use of student voice is also used regularly when investigating whole-school initiatives.

A focus on the whole-school approach to the teaching and learning of our inquiry-based curriculum is a key priority in 2019, with a designated staff member responsible for leading the school through this process. One of the key purposes for this review and overhaul is to increase student engagement through the exploration of more relevant and interesting topics. Further interrogation of the student attitudes to school survey will continue to occur in 2019 to ensure student needs are considered.

## Wellbeing

In 2018, Nathan Burke was engaged to provide professional development for staff, information for parents and multiple sessions with students in grade 3-6 with a focus on developing resilience, gratitude, developing a healthy attitude and a positive mindset throughout term 3. This was received extremely positively by staff, parents and students. It is anticipated that this will continue in 2019.

The wellbeing priority team has met at least 3 times a term to work on developing this important area of our school's development. A working party has also been allocated extra time to meet, review the various discipline policies and processes and develop a new approach based on the principles of restorative practices and differentiated to the needs of the different students in the school. Both students and staff were asked for feedback about our approaches to student wellbeing and discipline to inform our review and development new approaches that meet the needs of our learning community.

## Financial performance and position

In 2018, the school continued to spend surplus finances on major projects in line with the strategic plan which included school grounds development, professional development for staff and fully implementing the consistent approaches to Reading, Maths and Writing. Significant resources were also committed to the further purchasing of ICT equipment. The major use of the small amount of equity funding was to provide specific professional development for staff on student engagement and wellbeing and access to Nathan Burke's program for students and parents. In 2018, a significant building program commenced, replacing one of the permanent classroom wings. This project is due for completion in early 2019.

**For more detailed information regarding our school please visit our website at**  
<http://www.mtelizaps.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

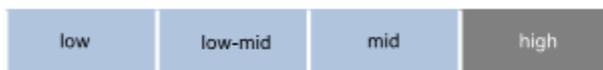
#### Enrolment Profile

A total of 646 students were enrolled at this school in 2018, 308 female and 338 male.

2 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## 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:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></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><b>NAPLAN Year 3</b></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> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> 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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>15%</td> <td>57%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>47%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>57%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>54%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>58%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	15%	57%	28%	Numeracy	14%	47%	38%	Writing	23%	57%	20%	Spelling	28%	54%	18%	Grammar and Punctuation	20%	58%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b>            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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <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>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	93 %	93 %	93 %	93 %	93 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	93 %	93 %	93 %	93 %	93 %										

## 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><b>Students Attitudes to School - Sense of Connectedness</b></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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$4,378,504
Government Provided DET Grants	\$546,376
Government Grants Commonwealth	\$10,459
Revenue Other	\$28,140
Locally Raised Funds	\$616,337
<b>Total Operating Revenue</b>	<b>\$5,579,816</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$13,388
<b>Equity Total</b>	<b>\$13,388</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$4,265,489
Books & Publications	\$1,535
Communication Costs	\$4,811
Consumables	\$158,773
Miscellaneous Expense <sup>3</sup>	\$396,773
Professional Development	\$26,414
Property and Equipment Services	\$232,207
Salaries & Allowances <sup>4</sup>	\$259,078
Trading & Fundraising	\$42,065
Utilities	\$41,983

<b>Total Operating Expenditure</b>	<b>\$5,429,128</b>
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<b>Net Operating Surplus/-Deficit</b>	<b>\$150,688</b>
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<b>Asset Acquisitions</b>	<b>\$5,350</b>
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### Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$458,829
Official Account	\$18,210
<b>Total Funds Available</b>	<b>\$477,040</b>

Financial Commitments	
Operating Reserve	\$182,251
Funds Received in Advance	\$62,886
School Based Programs	\$40,812
Funds for Committees/Shared Arrangements	\$50,127
Asset/Equipment Replacement < 12 months	\$67,255
Maintenance - Buildings/Grounds < 12 months	\$75,105
<b>Total Financial Commitments</b>	<b>\$478,436</b>

(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 15 March 2019 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)

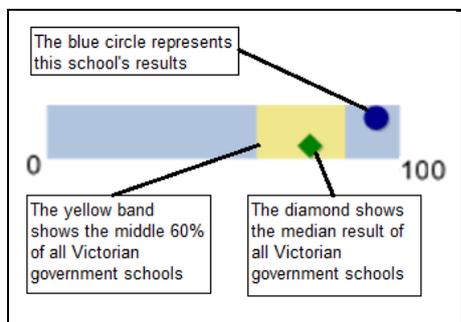
### Engagement

- student attendance and engagement at school
- 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).

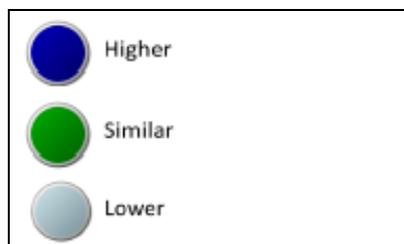


## What does *School Comparison* refer to?

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' or 'ND' 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').