

# 2019 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 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 17 March 2020 at 04:13 PM by Brett Bell (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 27 March 2020 at 09:00 AM 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 588 students in 2019. 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 41.15 equivalent full time positions of which 31.14 were teaching. In 2019 there was a total of 10 part time teaching staff, 13 support staff, 6 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.

2019 saw the second year of implementation for the new Strategic Plan.

### Framework for Improving Student Outcomes (FISO)

In 2019, the major FISO areas focussed on were Building Practice Excellence, Curriculum Planning and Assessment, Evaluating Impact on Learning and Evidence-based High Impact Teaching Strategies in the area of Excellence in Teaching and Learning.

The main focus in the area of Building Practice Excellence and Curriculum Planning and Assessment was on developing a whole-school approach to the effective teaching and learning of our inquiry curriculum. A priority team was developed to organise the remaining areas of the curriculum around a series of 'learning ladders' and investigate a suitable approach that supports all students develop both knowledge and skills in an inquiry curriculum based on the Victorian curriculum. A leading teacher was released from teaching duties for the year to lead this work.

The main focus in the area of Evidence-based High Impact Teaching Strategies was an investigation into the most effective way to teach spelling from Prep to year 6. The literacy team undertook an inquiry approach into the effective teaching and learning of spelling resulting in the development of a whole-school approach. A clear outline of expectations based on research was developed and trialled in some classes. Full Implementation of this approach will occur in 2019 and beyond.

The main focus in the area of Evaluating Impact on Learning was the implementation of the Professional Learning Communities (PLC) approach following the DET professional development completed by school leaders in 2018. The focus of this work was supporting team leaders to develop an inquiry approach into the teaching and learning of either maths, spelling, reading or writing. The work involved staff using data, research, collaborative planning and evaluation of impact.

### Achievement

In recent times, whole-school approaches to the effective teaching and learning of Maths, Reading and Writing 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 and Writing. The sustained results in Numeracy are actually well ahead of like schools and a real strength of the teaching and learning at MEPS. 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. In 2019, the PLC approach was introduced into each teaching team. Teachers worked together to evaluate student learning based on evidence, collaboratively plan for growth and reflect on the impact of their teaching. This work will continue in 2020 to ensure all students are supported to make appropriate growth in literacy and numeracy in all year

levels. A review of our Reading results, including NAPLAN, has shown that more work is required to ensure all students are being challenged and supported. This will be a focus for the 2020 Annual Implementation Plan, where an inquiry approach will be used to review and refine our approach.

## 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 2019, a focus on receiving and acting upon student voice was continued, with the addition of the Pivot survey for students and teachers in grade 2-6. This has seen all teachers receiving specific feedback from students and using the results to form a classroom discussion and action plan. 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 was 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 was to increase student engagement through the exploration of more relevant and interesting topics. The implementation of this new approach begins in 2020. Further investigation of the student attitudes to school survey will continue to ensure student needs are considered.

Developing the role of parent co-ordinators in each class has been a major focus for 2019. The role was clarified and led by a priority team leader with extremely positive feedback received from parents who felt valued as a member of the school community.

## Wellbeing

In 2019, Nathan Burke was again engaged to provide multiple sessions with students in grade 3-6 with a focus on developing resilience, gratitude, perseverance, developing a healthy attitude and a positive mindset. This was received extremely positively by staff, parents and students. This will continue in 2020.

The wellbeing priority team has met at least 3 times a term to work on improving this important area of our school. Some of their achievements include: Respectful Relationships - training for key staff, planning and implementation across the school; Life Education Van visit for students in Prep to year 6. Student Support Group meetings were held each term for all Out of Home Care students, Koorie students, students funded through the PSD program and other high risk children. A review of all wellbeing policies and processes is planned for 2020 with both students and staff being asked for feedback about our approaches to ensure it meet the needs of our learning community.

## Financial performance and position

In 2019, the school continued to spend surplus finances on major projects in line with the strategic plan which included professional development for staff and fully implementing the consistent approaches to Reading, Maths and Writing. The releasing of a leading teacher for the year to lead the work in reviewing and planning our new approach to the teaching and learning of the inquiry-based curriculum was achieved through using the previous year's surplus funds. This work was identified in the last school review and required focussed attention if it was to be achieved within the current Strategic Plan period. The major use of the small amount of equity funding was to provide specific professional development for staff on student learning, with a focus on literacy. In 2018, a significant building program commenced, replacing one of the permanent classroom wings. This project was completed in mid 2019 and was fully funded by the Department of Education.

**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

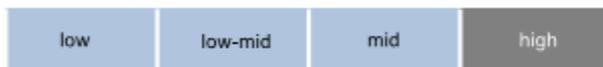
#### Enrolment Profile

A total of 587 students were enrolled at this school in 2019, 271 female and 316 male.

2 percent were EAL (English as an Additional Language) students and 1 percent 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

Achievement	Student Outcomes	Similar 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>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  Above  Similar  Below</p> <p><b>Below</b> </p> <p><b>Below</b> </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: ◆

**Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p>Below <span style="color: blue; font-size: 20px;">●</span></p> <p>Below <span style="color: blue; font-size: 20px;">●</span></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p>Below <span style="color: blue; font-size: 20px;">●</span></p> <p>Below <span style="color: blue; font-size: 20px;">●</span></p>

## Performance Summary

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● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>55%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>15%</td> <td>45%</td> <td>39%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>46%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>40%</td> <td>43%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>48%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	55%	22%	Numeracy	15%	45%	39%	Writing	29%	46%	25%	Spelling	40%	43%	18%	Grammar and Punctuation	24%	48%	28%	<p>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.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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## Performance Summary

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Engagement	Student Outcomes	Similar 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>Similar School Comparison</b> 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.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <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>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	93 %	93 %	93 %	93 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	93 %	93 %	93 %	93 %	92 %										

### Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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>Below <span style="color: blue; font-size: 2em;">●</span></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>Below <span style="color: blue; font-size: 2em;">●</span></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, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$4,134,424	High Yield Investment Account	\$359,667
Government Provided DET Grants	\$518,565	Official Account	\$41,558
Government Grants Commonwealth	\$8,300	<b>Total Funds Available</b>	<b>\$401,225</b>
Revenue Other	\$23,794		
Locally Raised Funds	\$580,548		
<b>Total Operating Revenue</b>	<b>\$5,265,630</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$16,918		
<b>Equity Total</b>	<b>\$16,918</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,290,233	Operating Reserve	\$182,584
Books & Publications	\$3,415	Funds Received in Advance	\$61,443
Communication Costs	\$15,197	School Based Programs	\$18,615
Consumables	\$156,507	Funds for Committees/Shared Arrangements	\$13,254
Miscellaneous Expense <sup>3</sup>	\$347,665	Maintenance - Buildings/Grounds < 12 months	\$45,310
Professional Development	\$18,974	<b>Total Financial Commitments</b>	<b>\$321,206</b>
Property and Equipment Services	\$266,983		
Salaries & Allowances <sup>4</sup>	\$273,775		
Trading & Fundraising	\$31,170		
Travel & Subsistence	\$44		
Utilities	\$51,678		
<b>Total Operating Expenditure</b>	<b>\$5,455,642</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$190,012)</b>		
<b>Asset Acquisitions</b>	<b>\$34,496</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 26 February 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)

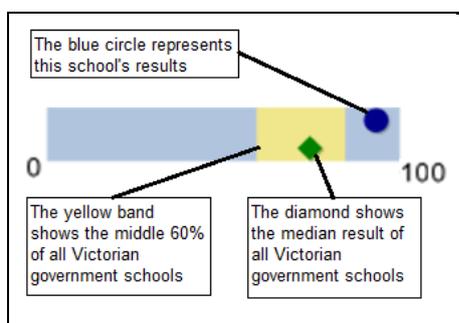
### Engagement

- student attendance and engagement at school
- 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 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 '*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').