

2021 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).
- 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 05 May 2022 at 04:05 PM by Kim Wheeler (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 08 May 2022 at 07:39 PM by Dean Charge (School Council President)

How to read the Annual Report

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.

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.

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)

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.

'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 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

School context

Mt Eliza Primary School (MEPS) is situated on the Mornington Peninsula approximately 50 kilometres from Melbourne.

MEPS aims to provide a dynamic learning environment that engages students to work to achieve their personal best in an atmosphere of mutual respect and cooperation. Respect, responsibility, resilience, connectedness and challenge are values that we promote through every aspect of school life. The school values form the pillars of all wellbeing and student behaviour expectations.

The demographic is reasonably stable in Mt Eliza with most available land having already been established for housing. The school's population is predominantly Anglo Saxon or second generation European. The SFOE (Student Family Occupation and Education) index is 0.1994.

The school had a population of 526.2 students in 2021. Seven students are identified as having English as a Second Language (EAL). One Koorie student attended MEPS in 2021; six students were supported by the Program for Students with Disabilities.

The school's staffing profile in 2021 consisted of an aggregate of 33.9 full time equivalent (FTE) positions of which 28.1 were teaching staff and 5.8 were non-teaching staff. The breakdown of our profile is as follows: Principal, Assistant Principal, Leading Teacher, 2 Learning Specialists, 18 full time teachers, 7 part time teaching staff, 3 part time integration aides, 0.8 Library Technician, an FTE Business Manager and 3 part time office staff.

Leadership was stable during 2021. It is important to note that there were changes to specialist schedules and to programs as a way of reducing the school's deficit. These measures were successful in reducing the deficit significantly.

Similarly to 2020, the 2021 school year saw students, staff and families impacted significantly by lockdowns due to the COVID-19 pandemic. This resulted in students learning from home; teachers continuing to implement technologies to connect and maintain the learning continuity as well as facilitating on-site learning for an average of 35 students.

The School Review was planned for 2021, however, this was postponed to Term 2, 2022.

Framework for Improving Student Outcomes (FISO)

During 2021, MEPS followed the Department's 2021 Priorities Goal which focused on three Key Improvement Strategies:

- KIS 1: Learning, catch-up and extension priority
- KIS 2: Happy, active and healthy kids priority
- KIS 3: Connected schools priority

In 2021, under the area of Excellence in Teaching and Learning, the major FISO focus areas (Framework for Improving Student Outcomes) included:

- Building Practice Excellence; Curriculum Planning and Assessment; Evaluating Impact on Learning and Evidence-based High Impact Teaching Strategies
- Positive Climate for Learning
- Community Engagement in Learning

The main focus in the area of Building Practice Excellence and Curriculum Planning and Assessment was on using the FISO improvement cycle to develop data literacy of teachers, educational support staff and students at Mt Eliza Primary School. Through the Positive Climate for Learning dimension, the school sought to review and refine the whole school approach to wellbeing, with a particular focus on school climate, to consider actions at the leadership, teacher, student and community levels. The Community Engagement in Learning dimension focussed on leveraging technology

to connect, communicate and share learning, within the school community and extended beyond.

Professional Learning Community (PLC) reflections on how teams were progressing continued throughout 2021. The plan was also to begin collecting evidence against our Strategic Plan and FISO in readiness for the 2021 whole-school review, however, this was hampered by the challenges of COVID lockdowns and the subsequent postponement of the School Review to 2022.

Teachers used the FISO improvement cycle to determine the efficacy of programs. They were continually tweaking their implementation and instruction to suit the needs of the online platform, their students and the changing circumstances.

At the end of 2021, staff evaluated their efficacy based on FISO which saw many dimensions improving in rating from Evolving to Embedding and into Excelling particularly in Professional Leadership.

Achievement

The students at Mt Eliza Primary School (MEPS) continued to achieve learning outcomes at levels that are on the whole above state expectations and are comparable or higher to 'similar' schools outcomes. This applies to teacher judgement data as well as our NAPLAN data. Victorian Curriculum teacher judgement data indicates that the majority of students are working at or above the expected level in English and Mathematics. The remote learning periods did however have an impact on the teachers' ability to assess and monitor student growth via online learning with complete confidence. Subsequently, reporting to parents on student learning and growth in the mid-year reports was somewhat compromised due to this scenario. The teachers developed strategies for monitoring and assessing learning growth whilst the students were completing online learning and they used this information for planning purposes as well as for report writing at mid-year. Once the students returned to school in Term 4, the teachers completed a wide range of face-to-face assessment tasks that enabled them to report to parents with far more confidence in the Semester 2 reports.

NAPLAN 2021

The students at MEPS continued to achieve excellent results across all domains of the NAPLAN tests, with results placing the students well above state averages and at or above outcomes being achieved in similar schools. Clearly, there have been significant challenges to our students' education over the past 12 - 18 months. Notwithstanding, our students have done incredibly well and we are proud of our 2021 NAPLAN results, with our Year 3 cohort achieving the best results on the school's history across all subject areas - Reading, Numeracy, Writing, Spelling, Grammar and Punctuation, which is an exceptional outcome. Our Year 5 results also have shown impressive improvements from our 2019 results across all subject areas with a 9% increase of students achieving in the top two bands in Reading and Numeracy as well as increases in Grammar and Punctuation and Spelling. These results are testament to the dedicated teaching of our MEPS educators, our commitment to evidence-based programs, the incredible fortitude and effort of our students, consistency across the school and parent support for our methodology. An area for improvement remains the percentage of students meeting or above benchmark growth from Years 3 to 6. The work undertaken by staff during the Term 4 Planning Day included analysing achievement and assessment data to determine areas of target - 'where to next' in terms of teaching and learning. Unpacking the 2021 NAPLAN data was a focus of this work, with all teams unpacking cohort data sets and even drilling down to an individual question level in some subjects. This is work that we do across the whole school; it is relevant to all year levels, not just Years 3 and 5, as we believe that the learning of each student is sequential and a collective responsibility. As a result of this work, we have identified Writing and Spelling to be areas for continued focus and growth, and have developed plans to uplevel specific conceptual understanding into 2022.

LEARNING

While there has been uncertainty around us, one of the things we have done well as a school is to remain calm, and to provide the community with ongoing learning and moments for which we can be proud. Our students and staff continued to demonstrate how our challenging and purposeful programs have had lasting impact and have led to significant results. As students returned onsite, it was wonderful to hear the sounds of children laughing and playing together as well as the sounds of collaboration and negotiation. More and more, classes utilised our diverse outdoor

spaces for learning.

Writing Focus

Little Scribe Writing Festival

The school won registration to the Little Scribe Writing Festival in Term 3. This program was supported by the Literacy Priority Team and provided the students with access to real-life authors who shared their techniques and strategies for being effective writers. Classes completed pre- and post- workshop activities before taking part in the live workshops. Teachers were able to access all of the activities and resources for the remainder of the year. Thanks to the inspiration and experiences they gained from our involvement in the Little Scribe Mini-Writing Festival, MEPS students demonstrated increased engagement in writing.

Learning Support for Students During Lockdown

Help Desk Open Zoom Every Day - Teachers were available each day at 11.00am for an Open Zoom 'Help desk' opportunity for any student questions and/or clarification of tasks. Use of digital tools to support students' feedback i.e., Jam Board, surveys etc.

Professional Learning

Neuroscience and Learning - During lockdown, staff attended a professional learning session with a neuroscience lens with David Vinegrad. Dave is an authority on learning, behaviour and restorative justice. He spoke about the impacts of COVID on learning and teaching; ideas for coping through these challenging times; and what's happening in the brain during times of stress and trauma.

Commitment to Preservice Teachers - Throughout the year, we welcomed ten student teachers across the year. There is a strong commitment to the next generation of the teaching profession with a number of our preservice teachers going on to full-time employment.

Data Literacy

ACER Suite of Assessments - The school has implemented the ACER suite of assessments for triangulation of data. 2021 is our second year of collecting this data which will start to provide teams with patterns across the school. Students completed the AGAT, Reading and Mathematics assessments in week 7 of Term 4.

CATCH-UP - TUTOR LEARNING INITIATIVE (TLI)

- Experienced staff in tutoring role – 2 staff totalling 1.0 time fraction focusing on Mathematics, Reading and Writing tutoring
- Consultation with teachers to determine students included in program
- Program continued online using a 5 week cycle, extended to 10 weeks depending on needs
- As the year progressed there was increased consultation with teachers regarding students nominated for tutoring, based on data including progression points, PAT data, Essential Assessment, Words Their Way, engagement during remote learning – aim for shared responsibility and clearer criteria.
- Learning Specialist, Mrs Michelle Polley attended the TLI community of practice in Term 4. Outcomes included need for criteria (tutoring and intervention), shared data templates, possibilities for tutors working in the classroom. Completed and updated TLI Implementation Continua.
- Identified areas of need: Links to classroom, use of data to determine inclusion in program and impact, as well as communication between tutors and teachers identified focus areas.

EXTENSION

Many programs were adapted in order to be implemented during remote learning to ensure student engagement levels remained high.

MEPS Science Challenge 2021 - Students from Prep to Year 6 participated in this scientific challenge inspired by National Science Week. This was an open-ended opportunity for children to demonstrate their scientific skills through a creative lens. The presentations were uploaded into our Science Challenge website for viewing by the whole community.

Australian Mathematics Competition - Selected students engaged in practice sessions with the STEM Priority Team leader to prepare them for the types of questions and unpacking the responses. In 2021, there was a significant increase in the participation rate and results were notable, including five students achieving in the top 25%.

Maths Olympiad - This year, 92 students from Years 3 - 6 participated with 15% of students achieving Distinction

Awards in the competition.

Mathematics Extension - The Victorian High Abilities Program continued online and support was provided from an external Mathematics expert for selected students in Years 4 and 5.

Engagement

Student engagement at Mt Eliza Primary School continues to remain at a high level when judged by the student attendance results (on average 95.6% attendance), which was elevated during Terms 2 - 4 as a result of the lockdown restrictions. This is a significant increase, placing the school in the 'Influence' sector for this area. During this period, the relatively small number of absences were predominantly due to issues related to families not being able to access the online resources and/or students unable to engage with the online learning model. In these cases, students were offered the opportunity to attend school in person. In general, the school employs a variety of strategies to monitor, track and follow-up student attendance issues. In 2021, there were very few long-term absences that required support from DET resources such as Student Support Services (SSS).

The ongoing remote learning phases during 2021 continued to create a challenging scenario in maintaining student engagement. The return to online learning for extended periods throughout the year and the subsequent loss of face-to-face teaching again, meant that teachers needed to continue to be creative in their teaching approaches to maintain learning continuity and ultimately positive student engagement. The daily Zoom class meetings that every teacher continued to hold were the key to maintaining a connection with every student as well as maintaining a bond with all classmates. Additionally, as the remote learning continued in the second half of the year, many teachers included additional meetings to either carry out small group teaching or offer optional catch up meetings with the students. These additional online meetings gave the students further opportunities to engage in their learning and maintain contact with teachers and students. The continued use of the SeeSaw platform was key to developing consistency and engagement across the school during this lockdown period, in terms of how resources were shared with children and families, how lessons were developed and presented, and how student work was shared for feedback and/or marking.

It was truly inspiring to witness our teachers reinvent their practices each day to engage and motivate their students. Clearly there is not a 'one size fits all' model. Something that works brilliantly for one child might be the exact thing that doesn't work for another. During lockdown, not having the opportunity to 'read the room' and feed off the body language of their students made the day to day job of teaching in 2021 even more complex. We know from research that routine is important for managing the learning environment during the COVID crisis; equally important has been finding the 'hooks' and 'change-ups' to excite and entice students into their virtual classrooms. So, 'routine' and 'change' at the same time became the MEPS focus in Semester 2 - something that takes enormous energy and creativity to pull off. Whether it be a Kahoot, a quiz, a scavenger hunt, an inquiry project, an experiment, a cooking segment, a mindfulness task or an escape room challenge, MEPS teachers continued to try everything to keep children connected and engaged through this period.

BALANCE - ACHIEVEMENT, ENGAGEMENT & WELLBEING

During lockdown, we saw life constantly changing. Educators and families were in constant search for ways to balance all the responsibilities in their personal and professional lives. We were particularly conscious of trying to balance student achievement with student engagement and wellbeing, and regularly reflected on this as a staff. Ways in which we managed this include:

- Daily whole class sessions each morning to welcome the children, set the scene, talk through lesson expectations etc.
- Small group online sessions with the teacher in literacy/numeracy throughout the week. These sessions were tailored to the students' point of need at the time.
- A 'help desk' open Zoom at 11.00am for all students to double check a task or just chat with the teacher.
- Use of the See Saw platform to communicate tasks/activities/feedback. Google Classroom was used for Year 6 as well.
- Opportunity for students to engage in the MEPS Science Challenge; open for all ages Prep - Year 6.
- Student Group meetings continued online e.g., MEET, Marine Ambassadors and SRC.
- Victorian High Ability Program (selected Years 5 and 6) continued online.
- Tutoring continued for students involved in this program.

- In addition, we added Story Time for Preps/Year 1s and Years 2/3 each afternoon.

ENGAGEMENT

Student Voice and Collaboration Initiatives

True Colours Day - This trial initiative developed to 'shake up' the routine for students in Years 5 and 6 was developed in Term 3 to address flagging online engagement in the senior years. This involved providing challenging and creative opportunities and has been a wonderful way for the senior students to demonstrate how they exhibit the MEPS values while learning. Some activities included: the Escape Room Challenges with classes going head to head to solve puzzles, riddles and cracking the codes. Students also enjoyed science experiments, cooking, construction tasks and a photography competition. Teachers gauged student interaction and engagement for this initiative through regular feedback and surveys.

House Colours Day and Mascot Elections - In Week 8 we celebrated House Colours Day. This was a great opportunity for children to wear their House colours and bring a gold coin donation that will go towards installing three new flag poles to proudly fly the Australian, Aboriginal and Torres Strait Islander flags. This initiative was led by the Student Representative Council (SRC). The day was organised to coincide with the culmination of Year 6's inquiry into our School Houses, with them finding out the history behind the names. As a result of their work, students created various mascots for their House and the school voted on the mascots that will represent each House moving forward. This has been a wonderfully collaborative experience for our Year 6s and will be a fabulous legacy that they leave behind.

100 Days of Prep - In 2021 Preps had the opportunity to celebrate this milestone twice - once online and again in-person when the Preps returned on site. It was magic watching the Preps cohort starting the day with a challenging scavenger hunt where the children needed to count to 100.

Oz Harvest Launch School - We have been so proud of our Year 6 team this year as they have become ambassadors for the Oz Harvest Feast Program, leading the way in Victoria to reduce waste, eat healthily and act as future change-makers. Mrs Fiona Schulinus worked hard to have our school participate in this initiative and the whole Year 6 team has been a great support. The student participation in Oz Harvest this year has made a real difference by changing some daily habits which will result in a much better outcome for our environment and our health.

Kids Teaching Kids Conference - Sustainability is important to our community and future and that is why we participated in the Earthwatch Kids Teaching Kids Conference (KTK). Receiving mentoring support from the KTK Education Team and OzHarvest Victorian Education Coordinator Katharine Balson, our Year 6 MEPS KTK team created a video presentation to share with the thousands of student participants in the Earthwatch 2021 KTK virtual conference. With the opportunity to participate in workshops prepared by other schools, we were able to learn about all the great work and initiatives going on to solve environmental issues and protect our future. Learning from and with each other, the power of student voice throughout the KTK Conference was loud and clear.

Story Time with MEPS Principal - Every afternoon during lockdown, the Principal offered a live story time starting at 2.00pm for the younger children and 2.30pm for our Years 2 and 3 students.

Wellbeing

It is acknowledged that Lockdown 6 and the management of Primary Close Contacts not only continued to disrupt learning, but student and teacher fatigue became highly evident in working both on and off site. The leadership team worked hard to provide a high level of support of students, staff and the school community during 2021. The health, wellbeing of students and staff was at the heart of all decisions during this time, particularly as the community faced the ongoing challenges of remote learning. As a school, we were guided by the Department's extensive supports, guidelines and recommendations. The leadership team and Priority Teams collaboratively developed ways to motivate and support staff, including the adoption of weekly check-ins. At staff meetings, teacher well-being and stress-management techniques were a feature of the discussions. Leadership recognised and acknowledged challenges and ongoing hurdles and made adjustments to staff expectations accordingly.

The Wellbeing Priority Team shared online modules on well-being and resilience strategies that were endorsed by

accredited education authorities. Where necessary, we were able to enlist the support of school psychologists and counsellors who have complementary and specialist skills.

School staff contacted families to find out how the students were travelling during lockdown. Positive feedback quotes were gathered about our staff from families and shared widely as an acknowledgement of appreciation for the incredible work done under challenging circumstances. This was organised by our Parents and Teachers Association (PTA) and shared through the Kudo Board App as a way to celebrate National Teacher's Day.

Student Support Group meetings continued to be held each term for all Out of Home Care students, Koorie students, students funded through the PSD program and other high risk children. Our focus on vulnerable students continued to be targeted during the lockdown period, and these students were closely monitored. Teachers regularly checked in with students and their families in small groups and/or 1:1. The regular support team meetings continued during this period with specific focus on how these students were coping and putting measures into place if there were concerns. A number of vulnerable students attended school in person during this time, so we ensured that they had regular teaching staff (our Specialists and ES staff) for consistency. Regular communication with their classroom teacher occurred so that the work these children were doing was productive, as much as possible.

Throughout the year, the Wellbeing Priority Team met at least three times a term to work on improving this important area in our school. A notable achievement included Respectful Relationships training for key staff, planning and implementation across the school. This work was acknowledged by the Department. Notable achievements in student data from the Wellbeing Supplementary Report (Student Attitude to School Survey 2021) include 55% of positive endorsement in Resilience (Years 4 - 6) and 89% of students NOT experiencing bullying (Years 4 - 6) which places MEPS in the Excelling range for both of these areas. The result in the school's positive endorsement in Managing Bullying (Years 5 and 6) was a significant improvement of nearly 10% over the past three years. Stimulated learning (69%) is an area of future focus with this area within the Emerging range.

On the return to school in Term 4, it became apparent that a number of students were significantly impacted by the lockdown. A number of students indicated that they had "forgotten how to be a good friend". There was a deliberate focus on wellbeing during Term 4 and transition sessions, particularly for the Prep to Grade 2 students, included play-based activities that encouraged collaboration, communication and friendship building.

A formal review of all wellbeing policies and processes commenced in 2021 including an internal parent and staff Wellbeing Survey to gather data about our current wellbeing and behaviour practices. This feedback about our approaches will ensure that the updated Wellbeing and Engagement Policy, and its accompanying protocols and procedures, meet the changing needs of our learning community.

STUDENT WELLBEING

Social Worker/School Counsellor

In partnership with Benton Junior College, the Disability funding has supported the school to hire a Social Worker/School Counsellor. Although the official start is 2022, we have been able to use this funding to have the Counsellor start in Term 4 to work with a number of Prep students, staff and families.

Resilience, Rights and Respectful Relationships (RRRR) Program

As a Lead School, we continued to implement the RRRR program and identify areas for improvement. The Year 5 students had the support of Kelly Nash to help implement topics 7 and 8 from the RRRR program. The Year 6 students implemented all topics of the RRRR, during face-to-face teaching. Years 2 and 4 also implemented the 'Catching On Early' program when onsite.

Wellbeing Resources

To support our school community during this semester, resources and support were made available for parents, carers and families. These DET resources were geared to support the mental health and wellbeing of our students and the young people in our care. Our community was encouraged to access these resources and take care of themselves during this time.

Drumbeat Sessions

The school has partnered with the Mornington Peninsula Shire to offer wellbeing programs, starting with the Drumbeat program for Years 4 and 5 students. This is a structured, evidence-based learning program combining music, psychology and neurobiology to build social and emotional resilience, healthy relationships and emerging leadership skills. Due to the challenges of providing this initiative online, the sessions were limited and will be re-offered in 2022.

Cyber Safety

In response to our increased use of digital programs and online sessions, we proactively organised for Year 6 to participate in the Cyber Safety Project's Digi-cursion where students learned how to be responsible online citizens in a fun and engaging way. We are looking to roll this initiative out across the school in 2022. Parents were also reminded that the school's IT Guidelines applied between 8.45am and 3.15pm; this included rules around playing games; accessing social media, including TikTok, Snapchat, Instagram and messaging.

Staff Wellbeing

To support staff during the long lockdown and to reconnect everyone, the leadership team organised an online comedy night with Ben Knight to boost spirits. This was well received and much appreciated by staff.

Finance performance and position

The school's revenue and expenditure were closely monitored by the Finance Committee throughout 2021 to maximise opportunities to support student learning. The school's resources were targeted to support the School Strategic Plan and Annual Implementation Plan initiatives. With the forecast for a reduced enrolment of students in 2021, the Student Resource Package was managed effectively to deal with these changes. This included strategic management of the programs that the school offered as well as the management of the school's human resources.

Due to the COVID-19 pandemic, locally raised funds were once again reduced significantly with the hiring of facilities not taking place for extended periods and the opportunity for fundraising activities being reduced drastically also, however, there were savings in utilities and other expenditure which was favourable for our cash budget. Like 2020, these factors had an impact on our operational budget which was revised accordingly and approved by the School Council.

In 2021, we had a reduction in enrolments from 556.2 in 2020 to 526.2. This can be attributed to the ageing population in Mt Eliza, and also the reduction in immigration and the reduced movement between suburbs and states due to the Covid-19 pandemic. This reduction in student enrolments had an impact on our Student Resource Package (SRP) both in our staffing budget and also the cash budget.

Due to COVID-19 repercussions, a part of the staffing deficit from 2020 was carried over to 2021. Further to this, we also had a planned \$65,000 deficit for the 2020 school year – to be taken out of the 2021 Quarterly Grants. During 2021, we allocated cash reserves to cover these deficits and the impact they have on our cash budget.

The school has a highly experienced staffing profile of which over 88% of classroom teachers in 2021 were at a Classroom Teacher Level 2 plus a Leading Teacher and 2 Learning Specialists (all in the classroom) and 12%, or 5 FTE staff at Classroom Teacher Level 1. This has had a considerable impact on our staffing budget as we are funded per student regardless of how many staff we have at the highest salary level. Also due to our low Student Family Occupation Status and English as a Second Language we receive a very small amount of Equity Funding which is utilised as efficiently as possible to have a positive impact on student outcomes. Fortunately, the school was able to use the Tutor Learning Initiative (TLI) grant to the fullest by employing three staff over the year to assist students whose learning had been disrupted by the COVID-19 pandemic. We also utilised the Tier 2 School Level funding made available in Term 4 and look forward to implementing new programs in 2022 with continued funding.

The school has worked closely with its OSH provider, Camp Australia, in renegotiating their contract to add an additional revenue stream. Increased enrolments in this program will also provide the school with potential increased revenue in the future. Camp Australia is collaborating with the school to develop its program and further engage the community.

In light of the 2021 financial situation, the school leadership team and staff have considered ways in which we can reduce expenditure whilst also maintaining our exceptional programs and innovative approaches into 2022.

For more detailed information regarding our school please visit our website at
<https://mtelizaps.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 526 students were enrolled at this school in 2021, 236 female and 290 male.

2 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).

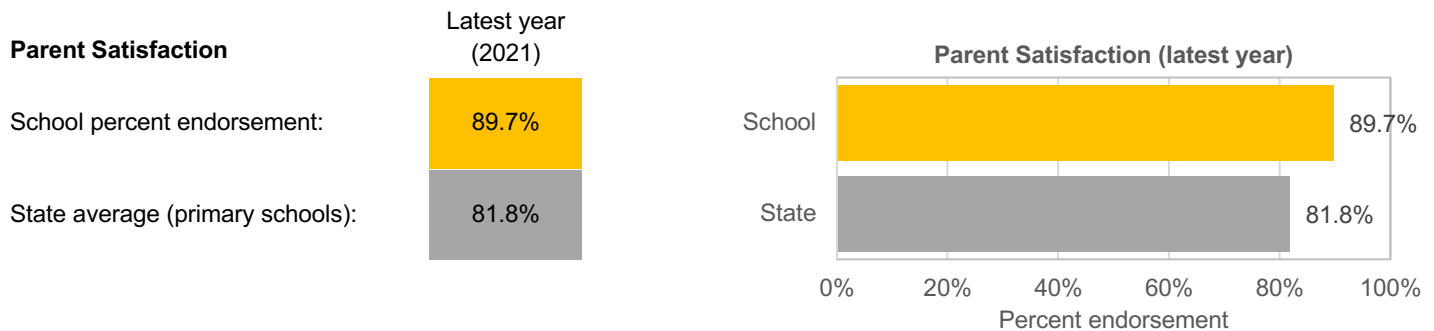
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

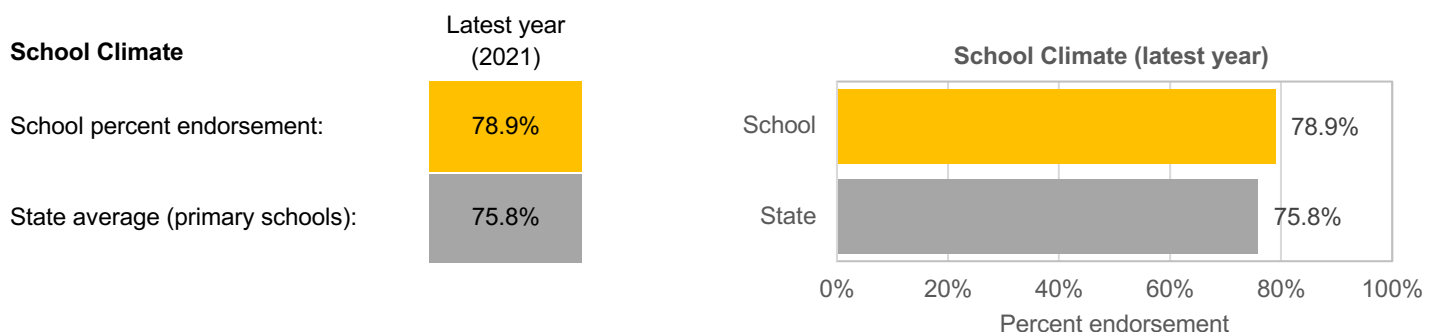


School Staff Survey

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:

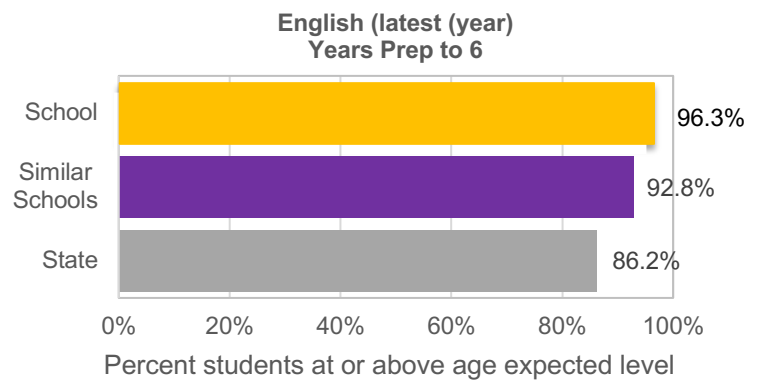
96.3%

Similar Schools average:

92.8%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

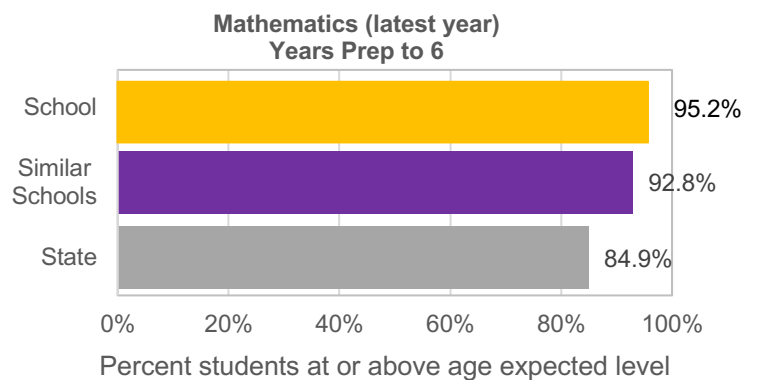
95.2%

Similar Schools average:

92.8%

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.

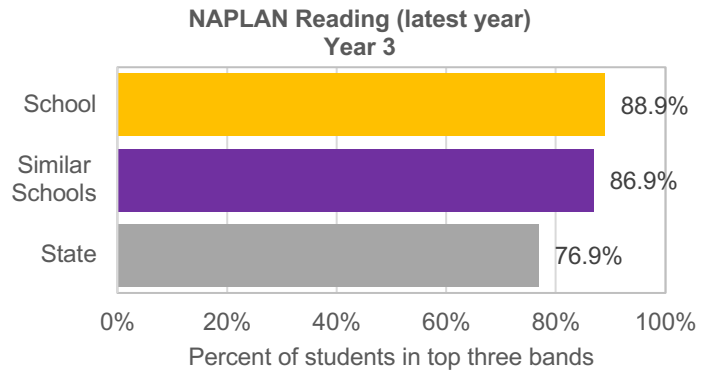
NAPLAN

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.

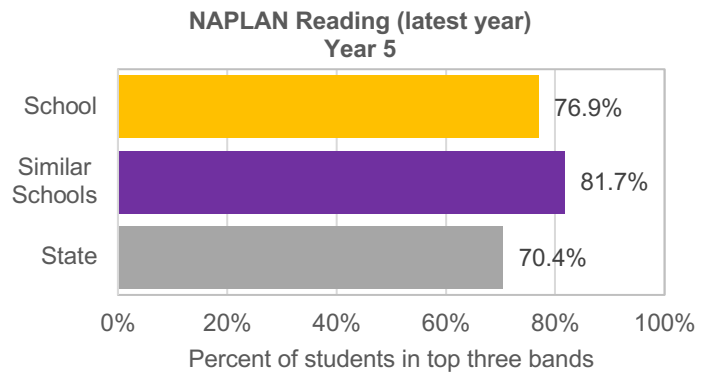
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.9%	84.6%
Similar Schools average:	86.9%	85.9%
State average:	76.9%	76.5%



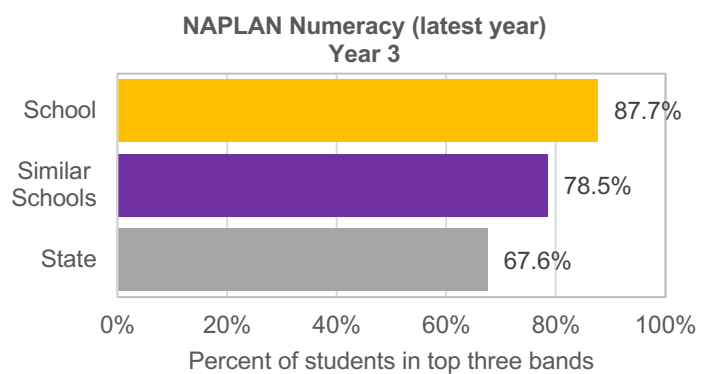
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	76.9%	79.1%
Similar Schools average:	81.7%	78.9%
State average:	70.4%	67.7%



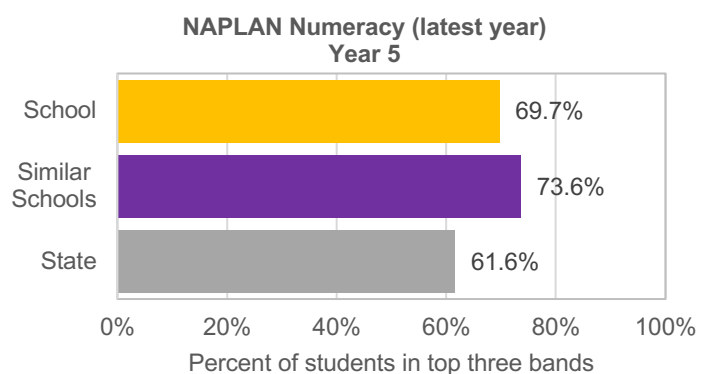
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.7%	85.8%
Similar Schools average:	78.5%	81.0%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.7%	73.1%
Similar Schools average:	73.6%	71.3%
State average:	61.6%	60.0%



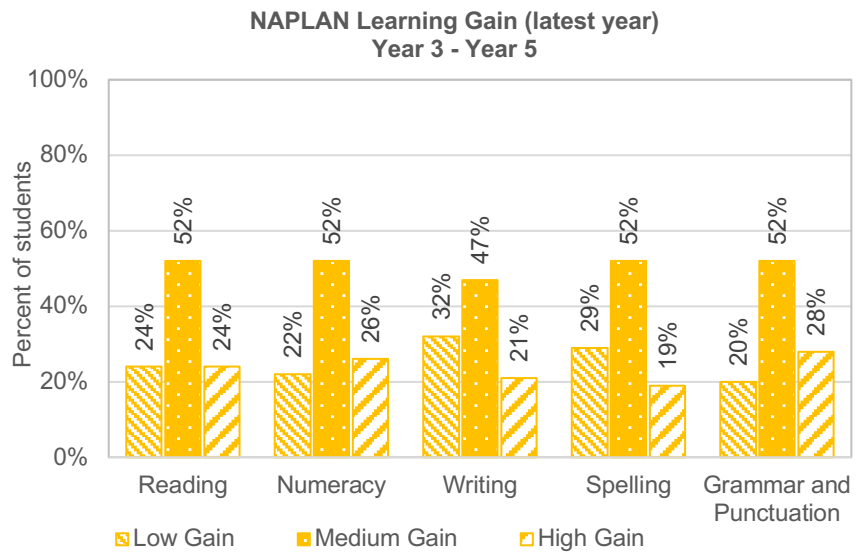
ACHIEVEMENT (continued)

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:	24%	52%	24%	27%
Numeracy:	22%	52%	26%	25%
Writing:	32%	47%	21%	27%
Spelling:	29%	52%	19%	23%
Grammar and Punctuation:	20%	52%	28%	24%



ENGAGEMENT

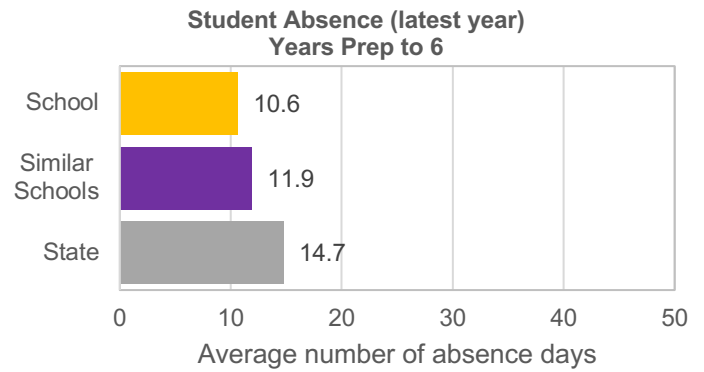
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	10.6	11.9
Similar Schools average:	11.9	12.7
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%	94%	95%	95%	95%	94%	94%

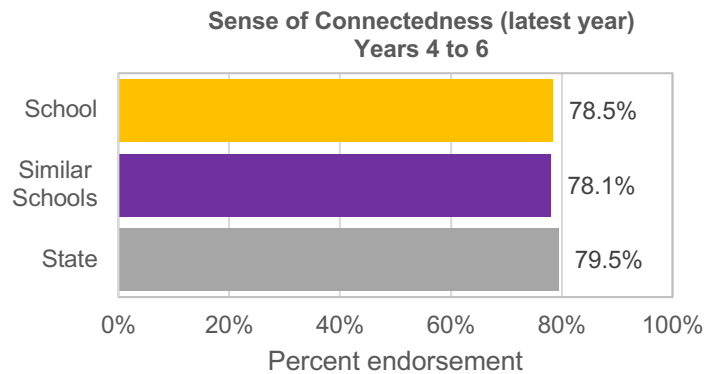
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	78.5%	77.1%
Similar Schools average:	78.1%	79.5%
State average:	79.5%	80.4%

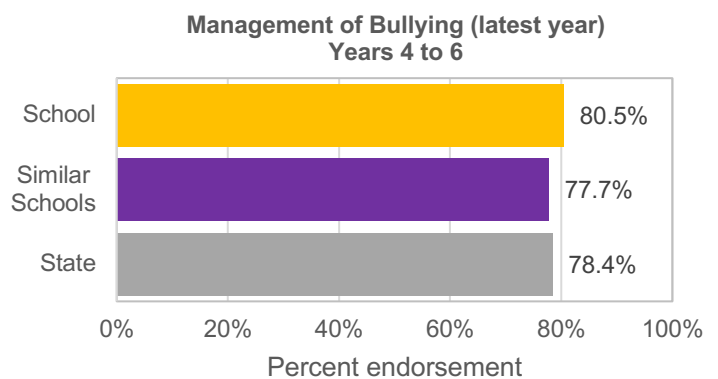


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	80.5%	74.6%
Similar Schools average:	77.7%	79.6%
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	\$3,968,157
Government Provided DET Grants	\$506,938
Government Grants Commonwealth	\$11,212
Government Grants State	\$25,000
Revenue Other	\$31,051
Locally Raised Funds	\$288,321
Capital Grants	\$0
Total Operating Revenue	\$4,830,679

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,505
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$19,505

Expenditure	Actual
Student Resource Package ²	\$3,851,182
Adjustments	\$0
Books & Publications	\$1,631
Camps/Excursions/Activities	\$119,946
Communication Costs	\$4,602
Consumables	\$99,176
Miscellaneous Expense ³	\$28,288
Professional Development	\$14,544
Equipment/Maintenance/Hire	\$86,601
Property Services	\$128,305
Salaries & Allowances ⁴	\$324,692
Support Services	\$34,951
Trading & Fundraising	\$8,109
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,491
Total Operating Expenditure	\$4,736,518
Net Operating Surplus/-Deficit	\$94,161
Asset Acquisitions	\$0

- (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

Funds available	Actual
High Yield Investment Account	\$328,166
Official Account	(\$3,188)
Other Accounts	\$0
Total Funds Available	\$324,978

Financial Commitments	Actual
Operating Reserve	\$131,146
Other Recurrent Expenditure	\$1,562
Provision Accounts	\$0
Funds Received in Advance	\$59,556
School Based Programs	\$79,350
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$11,535
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$16,960
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$73,170
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$373,279

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.