

2022 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 of the previous calendar year 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 06 April 2023 at 12:25 PM by Kim Wheeler (Principal)

- This 2022 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 06 April 2023 at 01:11 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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 provides 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 are promoted through every aspect of school life. The school values form the pillars of all learning and wellbeing expectations. The demographic is reasonably stable in Mount 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 0.1893. The school had a population of 491 students by the end of 2022. Seven students were identified as having English as a Second Language (EAL); five Koorie students attended MEPS in 2022; and six students were supported by the Program for Students with Disabilities.

The school's staffing profile in 2022 consisted of an aggregate of 34.86 full time equivalent (FTE) positions of which 28.4 were teaching staff and 6.46 were non-teaching staff. The breakdown of our profile was as follows: Principal, Acting Assistant Principal, Leading Teacher, one Learning Specialist, one Acting Learning Specialist, 21 full time teachers, 7 part time teaching staff, 4 part time integration aides, 0.8 Library Technician, an FTE Business Manager, one full time and 2 part time office staff.

Everything we do at MEPS is guided by our Vision, Mission and Philosophy, underpinned by our five values that are the 'root system' for our 'Together we grow' motto.

Our MEPS Vision:

A community connected in kindness through relationships, learning and values.

Our MEPS Mission:

Improving the quality of student outcomes and teaching practice by:

- Promoting and maintaining healthy and productive relationships
- Balancing explicit teaching and guided inquiry to build the capacity of learners
- Creating a culture of collective responsibility

Our MEPS Philosophy:

We believe all children have the capacity to be competent, capable and sophisticated thinkers with endless ways and opportunities to express themselves.

Our MEPS Values:

Our five values underpin the way in which we approach learning, relationships and collaboration. These definitions are a culmination of comments from students, staff and community members during the Review Focus Group discussions.

- Respect - We use kind words and actions.
- Resilience - We bounce forward when things don't go to plan.
- Responsibility - We make good choices and are accountable for our actions.
- Connectedness - We belong, and feel safe and valued in our community.
- Challenge - We use energy, effort and determination to give everything a go.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout Semester 1, much of the work focused around preparing for the School Review which took place in Term 2. For further documentation, please refer to the Review Report. During the second half of the year, our work was guided by the discussions and outcomes from the School Review. The Review provided an important platform from which to reevaluate and guide our future work. As a result, stronger focus was placed on developing the identity of each sub-school area so that there was a more defined focus through which the learning could be developed. The Early Years further developed the 'Powered by Play' themes; Middle School

were inspired by the 'Future Focused' mantra and the Senior School used the 'Leaders of Today and Tomorrow' banner to organise much of the learning.

A much stronger focus was placed on the student outcome of 'knowing what they are learning and why' with a heightened understanding of Learning Intentions and Success Criteria. Many teams adopted new ways of planning using PowerPoints to ensure collaboration and that lessons were more targeted. Student feedback from the Review indicated that 'teacher talk' was disengaging, so the use of PowerPoints to guide and keep lessons on track seem to have had a more positive impact during the second semester.

Consolidation of work in Literacy, particularly around the implementation of Multisensory Structured Language (MSL) in the Early Years resulted in some significant results which was also highlighted in the Year 3 NAPLAN Spelling and Reading achievements in 2022. Considerable improvements in Writing were noted in Year 5 NAPLAN, with an increase to over 40% in students in the Top 2 Bands. An overhaul of our Numeracy Instructional Practice Model in Semester 2 was led by the STEM Priority Team and saw the Department's Education Improvement Leaders, working with staff to develop a clear lesson structure based on research and evidence. As a result, all teams began trialling the new MEPS Numeracy Instructional Practice Model throughout Term 4 and had opportunities to share findings, questions and wonderings in various forums.

Actions that we have implemented in Literacy and evidence of their impact have included:

Multisensory Structured Language (MSL)

- Three new staff members trained in MSL across the Junior School - Prep, Year 1 and Year 2. These staff members in turn built the capacity of their team members through a 'coach the coach' model.
- Modelling by trained staff, ensuring consistent approach/delivery in these teams.
- MSL PD for staff run by the Head of Inclusion and Intervention and some Professional Learning (run by staff) enabled staff to trial elements of MSL in their classes.

Reading

- Heggerty phonemic awareness approaches have been implemented in Year 1 and intervention to build phonological awareness and fill gaps in learning.
- Decodable readers have supported Prep and Year 1s and students who required intervention to support phonic knowledge.
- Using high quality exemplar texts supported students to adopt a greater range of comprehension techniques and text structures.

Writing

- Whole school writing moderation continued to develop consistency of practice and has helped to build consistent teacher understanding and identify common gaps.
- 'Poetry Forest' initiative across the school saw an increase in understanding and interest in poetry writing, linked with a sustainable cause.
- Whole school 'write a book' challenge encouraged students who love to write, take on a challenge and be acknowledged in assembly as well as being in the running to have their books published.
- Targeted teaching based on moderation data gaps - ideas, sentence fluency and cohesion were identified as key areas for development, and these were actioned in lesson planning.
- NAPLAN preparation for 2023 commenced in Term 3 based on 2022 data analysis and advice from experts.
- PD on the NAPLAN marking criteria and tips to embed into teaching has been taken onboard by all staff and implemented in daily writing sessions.
- There has been power in showing students their results and responding to gaps as well as celebrating successes.

Actions that we have implemented in Numeracy and evidence of their impact have included:

- Recruited Education Improvement Leaders (EILs) to support the reinvigoration of Mathematics @ MEPS and subsequent development of the MEPS Numeracy Instructional Practice Model which has been well embraced by staff.
- Anecdotal feedback from staff.
- Improvement in engagement according to anecdotal discussions with students and informal surveys.

Changes that have been identified include:

- Renewed focus on Mathematics
- Given more structure to lessons
- Aligning Department vision and values
- Best practice of quality learning experiences for both students and staff.
- Shared vision, moving forward together for a positive journey.

In determining achievement in the 2022 Annual Implementation Plan, the introduction of the Head of Inclusion and Intervention role (HII) was a significant asset to the school and the work done with students, families and staff has gone a long way to achieving this goal. During this year, the HII has completed the first year of a Master of Inclusion through Melbourne University, the learning of which she has used to uplevel her own and staff knowledge. The HII has provided professional learning related to differentiation and in the multi-tiered approach to teaching and learning. Considerable work has been done around Individual Education Plans (IEPs), particularly in establishing the criteria for a student to have an IEP and work has commenced later in the year on how to write specific SMART goals. An IEP Action Plan was developed and by the end of the year, most IEPs had been transferred to the DET template for consistency. This is still a work in progress. The Tutor Learning Initiative (TLI) has been responsible for attaining the goal of 'supporting students who need extra support'.

TLI Key success indicators included:

- Pre-testing and progress monitoring to inform differentiation.
- Links made to classroom learning - 'front-loading' skills and concepts/additional review.
- Collaboration with classroom teachers and links to IEP goals and strategies, supported by the TLI Leader attendance at PLC meetings.
- Pre-testing, progress monitoring and post-testing to measure student learning growth.
- Referral for specialist assessment, in keeping with the 'Response to Intervention' approach.

Wellbeing

Along with DET's embedding of Wellbeing alongside Learning, at MEPS we continued targeted work around refining whole school approaches to wellbeing. Significant challenges throughout the year related to the aftermath of COVID-19 saw an increase in student dysregulation and the need for additional wellbeing support for students and staff.

The Wellbeing Priority Team played a key role in auditing wellbeing practices across the school and in overhauling the practices and protocols for positive behaviour approaches. This continues to be a work in progress for 2023. The introduction of the Student Wellbeing Response Team (SWRT) commenced with enthusiasm; however, the busyness of the semester impacted the ability for leaders and the Counsellor to meet regularly. This is something to consider in the future. Our renewed vision of 'A community connected in kindness through relationships, learning and values' was collaboratively developed and is reiterated at every Assembly. A Wellbeing model was developed around the high impact factors for kindness and relationship building - 1. Setting Up; 2. Solutions; 3. Supporting; and 4. Sharing. Each of these areas were further developed to provide clarity. Next steps are to determine agreed key interventions and core correction plans to support relationship building and positive behaviours.

As a Resilience, Rights and Respectful Relationships (RRRR) Lead School, all year levels have continued to present sessions with a focus on Topics 7 and 8 during Semester 2. Our Wellbeing Priority Team Leader led a Community of Practice with network schools supporting them to develop understanding around the roll out of RRRRs at their respective schools.

Actions that we implemented to support Wellbeing and evidence of impact include:

- Overhauled Wellbeing and Engagement Policy which changed the focus to a more contextual model. Revision of the Wellbeing Model and practices at MEPS - consistent follow through for severe behaviour incidents E.g., moved from a punitive model to a more responsive model.
- Development of visuals that accompany the school Philosophy, Vision and Mission. This has helped to tell 'the story' of the school and provide memorable visuals to accompany this.
- Revised and created new policies for new Child Safe Standards and shared widely throughout the community. Our volunteer process was also updated to take into consideration these changes.
- Staff PD and relevant online reporting modules.
- PD - Julie Liptak (Speech Therapist) regarding Zones of Regulation; Dave Vinegrad Behaviour Matters; Christina Keeble - Inclusion and Neurodiversity (Classroom displays - clean and clear); Executive Functioning training by the HII.
- Made changes to students' daily programs to support their success and behavioural needs e.g., modified attendance programs; classroom accommodations.
- Proactivity of staff to be responsive to needs e.g., brain breaks; jogging club etc.
- Introduction of a Therapy Dog in school which has enabled a number of students to re-engage in school. The dog has also been key to enabling some students to separate from parents at the start of the day.
- The POD space has been set up as an inclusion and intervention room. It is open during lunchtimes for students for whom the yard is over stimulating.
- Reggio Approach in Early Years - Discovery Room and Sensory Room.

- Spaces - Nature Nook; initiated Discovery Sensory Garden; using outdoor learning (grants for shade sails).

Changes that have been identified and impacts include:

- Support for staff in understanding neurodiversity and learning needs - a wide range of strategies for diverse students. Removed the 'one size fits all' - Improved clarity and understanding for staff has led to visible changes in the classroom and in planning events for all students.
- On the whole, staff are comfortable trialing different strategies.
- Antecedent/Behaviour/Consequence (ABC) Trackers and IEPs - have greater detail and provide ongoing information.
- SSGs and building relationships with families.
- With a heightened focus on Wellbeing - 'given permission' to spend the necessary time to give it the value it's worth. Wellbeing enables the children to learn more effectively.
- Removing the 'set boundaries' may have caused some anxiety/confusion for staff and students in terms of layered consequences. Some inconsistency still exists.
- Impacted leadership workload (short term pain for long term gain).
- Budgetary/financial impacts due to DET funding model.
- Families have benefitted from the high amount of support the school has provided. Staff with a much better understanding; Developed stronger relationships with families.

Engagement

On average, student engagement with school in 2022 from an attendance point of view was at 89% with the majority of absences due to illness (COVID-19 and other) and family holiday. A large number of families taking holidays during the year can be attributed to lockdowns in previous years as many reported taking advantage of overseas travel that had opened up during 2022.

As a result of the School Review, increasing 'cognitive engagement' began to be strategically linked to the continued development of an identity for each learning area so that there is a more defined focus through which the learning can be developed, and something for students to look forward and aspire to as they move through the school. These foci are the lenses through which much of the learning can be organised and include:

- Early Years (Prep to Year 2) - 'Powered by Play'
- Middle School (Years 3 and 4) - 'Future Focused'
- Senior School (Years 5 and 6) - 'Leaders of Today and Tomorrow'

Our Early Years team (Prep to Year 2) used 'play' as a lens through which the learning was leveraged. Actions implemented include: placing greater emphasis on play based provocations to engage wonder; introduction of floor books as a way to track student thinking; creation of context-led environments to encourage creativity such as the Prep Play space, Year 1 Sensory Room and the Year 2 Discovery Room; annotating student responses during learning tasks to highlight student voice and to capture the learning in real-time; greater focus on displays to include student voice and comments; development of the Nature Nook outdoor classroom to encourage outdoor learning; Inquiry units linked with nature and play; use of Dream Journals in Prep to encourage reflection and mindfulness; excursion to the Briars and Earimil Creek walk in Prep; and the development of the 'Beyond the Gates' nature immersion program across Prep to Year 2, which also saw the school exploring a collaboration with Camp Manyung and developing a close relationship with Ranger Kim Schroder. To support the 'Powered by Play' theme, staff were engaged in learning more about the Reggio Emilia approach and attended play based professional learning. A visit to schools including Cornish College enabled teachers to see first-hand other examples of play-based environments. Learning was shared through pictures with other year levels.

The Middle School's 'Future Focus' was a feature of Years 3 and 4, gathering in intensity across Semester 2. Relating key inquiry questions around being future focussed grounded the Inquiry units. The new 'Children's University' program through Swinburne University was a notable inclusion to our offerings and provided students the opportunity to learn beyond the classroom. In November, 20 students graduated in a ceremony at Swinburne University. Our students' enthusiasm and curiosity certainly was evident during the six months of additional learning including activities such as photography, fundraisers for the RSPCA and learning about space. In Year 3, 'Future Focussed' actions included: linking with Somerville Secondary College through MicroBits training, coding and digital safety; projecting into the future with the Dream Career inquiry and thinking of students' possible futures; learning about the geographical aspects of Australia, linking how our past can influence the future; and using the knowledge from the Volunteering inquiry to work out how better to assisting our community moving forward. A highlight was the introduction of the OzHarvest FEAST Kitchen Garden program in Semester 2 which was a precursor to the program in Year 4. The OzHarvest FEAST program is designed to encourage students to keep an eye towards the future. Focusing on 'How we can be change-makers for our

planet?', the Year 4 team introduced STEAM subjects via 'Future Focused Friday' sessions each week. They also incorporated a range of STEAM incursions and excursions e.g., planks, SOEL (Southern Ocean Environmental Link), Professor Bunsen, guest speakers from the Victorian Institute of Sport (VIS), Salvation Army, Fred Hollows Foundation, Kaleidoscope program, as well as school camp.

What we did well and evidence of 'Future Focussed' student engagement included:

- Connecting the classroom learning to inquiry and integrating this to the curriculum. Providing a range of different experiences for students with opportunities for students to express their knowledge and learning in a variety of ways.
- ICT skills - completing coding courses online.
- Mathematics - students have transferred mathematical skills to other areas - eg transformation and location, and angles knowledge was utilised in coding tasks; measurement in OzHarvest cooking and gardening.
- Literacy - utilising reading skills in OzHarvest to read recipes and write procedural texts.
- In Year 3, 100% of students completed a project forecasting their dream jobs and focussed on goals they could work towards to make this dream job come true. 100% of children showed improvement from their pre-test knowledge of Australia and its states to the post-test.
- Positive feedback in student report comments. Mid-year and end-of-year student voice comments mentioned Coding and OzHarvest as their stand outs/highlights for the year.

Our Senior School 'Leaders of Today and Tomorrow' focus saw Years 5 and 6 unpack the concept of 'Leadership' and the idea that leadership doesn't always come with a badge. A stronger focus on the school value of 'responsibility' led to the introduction of the peer teaching program (expert group) sessions in Year 5. During these sessions, students ran lessons working with groups across literacy and numeracy. Students also engaged in higher ability tutoring with expert, Peter Skelton, which had a notable impact on the achievement of these students. Leadership training through 'Aspire Higher' saw mixed groups of students collaborating in team building and leadership activities; in Literacy Circles, students worked in a variety of groups around challenging novels. They were assigned roles and monitored each other's performance. Students ensured that agreed practices were met and adhered to. This led to increased responsibility and accountability for their own learning. Throughout Year 6, leadership was a common thread in establishing norms for effective teams - looking at different strengths/working with random teams and team building. The Government unit required students to determine what it means to be a leader in our community. Through the various Inquiry units, leadership was incorporated through the core subjects such as linking the Superhero unit with writing and financial mathematics in preparation for the 'Be Your Own Hero' Fair. To support engagement, a number of adaptations were made throughout the year to support learning and regulation. Staff shifted to an early transition program which had significant results. Transition lessons began where grades stayed together but teachers swapped classrooms to teach a specialty subject. This was to assist with secondary school transition and had greater traction, as evidenced in student feedback.

Other highlights from the school year

EXTENSION

The Student Excellence Program and funding has enabled our school to cater for a variety of students who are demonstrating high achievement in selected areas. We have had over 35 students invited in the past year (2022) to participate in the Victorian High Ability Program (VHAP) which is a program delivered by Virtual School Victoria in the areas of English and Mathematics. The students are from Years 5 and 6 and are invited to join the program by the Department of Education. Many students have been invited to participate in both the English and Mathematics programs and receive a certificate of participation at their completion of the unit.

Our High Ability Practice Leader has continued to offer onsite programs for our students as well – noting that the online teaching platform wasn't engaging all our high ability students. In 2022 we had two onsite programs running; Mathematics with Mr Peter Skelton (BSc, PGDMME, GDAH(Melb), B.Ed (SCV) HDT(S), TSTC) and Reading with Dr Jane Kirkby (D.Ed., M.Ed., Grad.Cert of Gifted Education, Grad.Dip of Education, Dip of Primary Teaching). All students were invited to join our very own MEPS onsite programs by utilising teacher judgement data, online testing data (such as NAPLAN and PAT) and teacher/parent agreement in that the student was ready for the challenge and engagement in the program.

A brief synopsis of each program is below:

Mathematics with Mr Peter Skelton 'Mathemagician'

Offered to select students in Years 3, 4, 5 and 6, the small group tutoring sessions work on students' mathematical thinking skills, problem solving abilities and to learn more about the world of Mathematics. Peter has several 'tricks' up his sleeve and is known to many students as our resident 'Mathemagician'.

Reading with Dr Jane Kirkby

The small group literature sessions called 'Going Places' looked to leverage the motivations of highly able readers and provide engaging opportunities for them to share and extend their reading practices with like-minded peers.

SPECIALIST PROGRAM

Whole School Concert and Senior School Production

Finally, 'The Show Went On'. We were so thrilled to finally get to 'performance day' of our Whole School Concert and thrilled that our families were able to enjoy it with us too. For some, this was their first MEPS concert and for others, this was their last after many years of connection to the school. The 'nerve-citement' backstage was certainly palpable. It had been three long years since our last major event, and we were so grateful to now be welcoming our incredible community to this celebration of The Arts. Each year level performed a couple of numbers that they had been busy rehearsing in Performing Arts lessons. During the two performances at the Frankston Arts Centre, it was wonderful to see the crowd get involved in the songs by tapping, clapping and singing along to each of the year level performances. To conclude the show, our Senior School students regaled us all with a unique rendition of their Production, 'Robin Hood', written and produced by our Performing Arts teacher and supported by the Visual Arts program and other specialist teachers.

Other Specialist Highlights

- Indonesian (LOTE) and Visual Art programs implemented a combined unit involving art and language. Outdoor play included in visual arts lessons to complement outdoor education programs i.e. Beyond the Gates. Student voice guided topic selections in LOTE and Visual Arts. Indonesian (LOTE) offered cultural play and learning as an alternative to language-based activities. Art play with 'choice' was offered to students who had difficulty joining in set art skills and activities.
- In PE, student voice guided which activities would be offered in physical education over four sessions with the use of grant money. A gymnastics unit was organised and students in Year 3 and 4 attended Hastings and Mornington MYC Gymnastics facility with a variety of sessions building on skill levels of different students. Each session built on the last session with all different capabilities allowed for. Students were provided with modelling for the activities/skills they are learning and working on. Students then demonstrated their ability in the skill for the class/group and then either with a partner or small group. These skills are then used in games or end products. PE offered a variety of games and skills that encourage achievement; allowing to work with peers, individually or in small groups.

Financial performance

The school finished the year with a small surplus in the staffing budget which was pleasing. It is always challenging to provide the programs we consider essential as we have a highly experienced staffing profile which has a considerable impact on our staffing budget. 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. We did, however, have a deficit in our cash budget partly due to a significant overrun in our Illness Budget with Covid 19 having a large impact on staff illness.

We also had quite a reduction in parent contributions which we believe may have been due to the fact that it was necessary to alter the way parents paid for their contributions. Parents were required to purchase and pay for their requisites and parent contributions using a third party's portal as opposed to collecting their books and paying the school on our annual book collection day. Unfortunately, the portal was not presented as we had envisaged, and a number of parents reported that the portal was confusing and also the way in which the information was disseminated may have had a negative impact on revenue.

The school received a \$25,000 shade sail grant from the State Government which provided two shade sails in the area that will become the discovery garden and a \$25,000 shade sail grant from the Department of Health which went towards four shade sails for the front of the School - Camp Australia also contributed \$5,000 towards these shade sails. We also received a Single Use Plastics Grant from Mornington Peninsula Shire of \$4164.00 ex gst – this was a Change Behaviour Program to proactively educate, influence and empower the school community to reduce the use of single-use plastics.

The school has continued to work closely with its OSH provider, Camp Australia, in renegotiating their contract to add an additional revenue stream. Camp Australia is collaborating closely with the school to develop its program and further engage the community.

The school leadership team and staff are always considering ways in which we can reduce expenditure whilst also maintaining our exceptional programs, increasing student outcomes and continuing innovative approaches into 2023.

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 2.0 (FISO 2.0).

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 483 students were enrolled at this school in 2022, 208 female and 275 male.

2 percent of students had English as an additional language and 1 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).

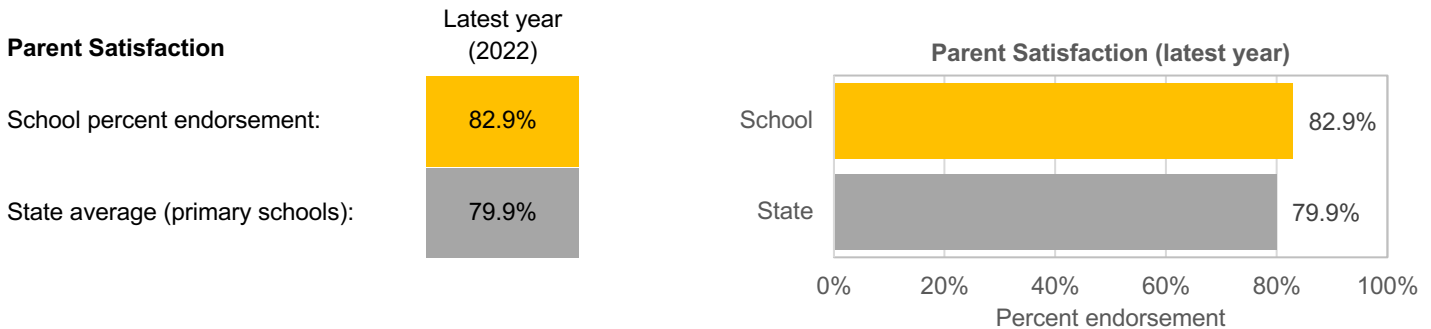
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

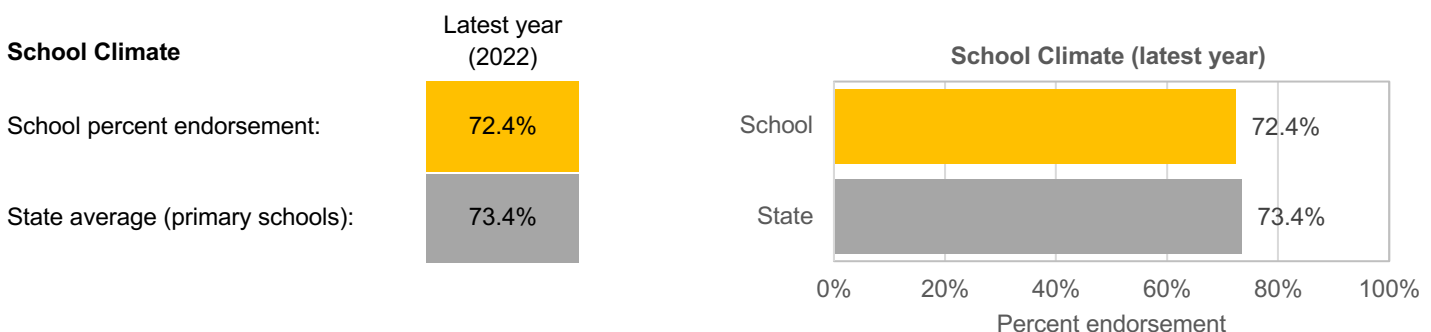


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

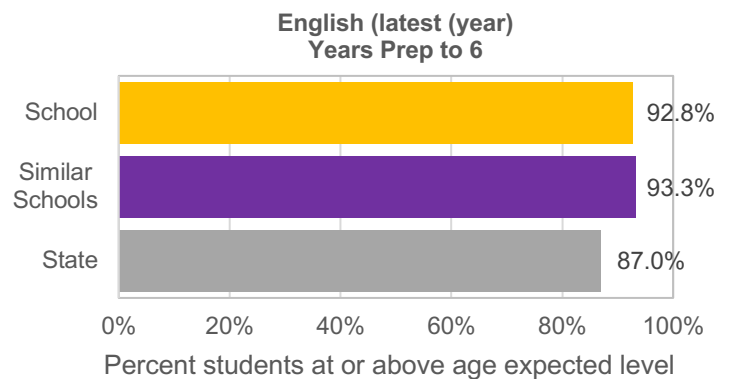
92.8%

Similar Schools average:

93.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

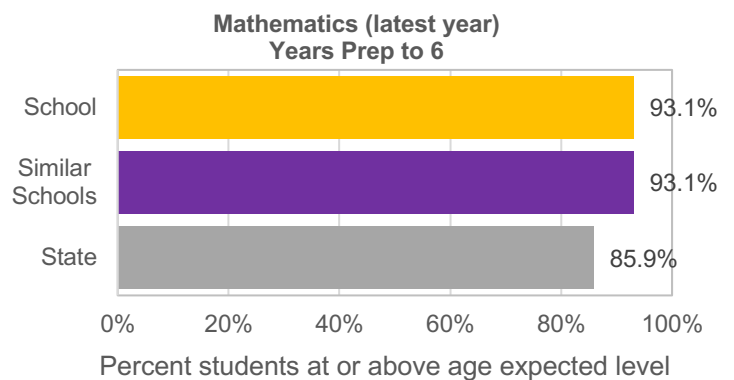
93.1%

Similar Schools average:

93.1%

State average:

85.9%



LEARNING (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.

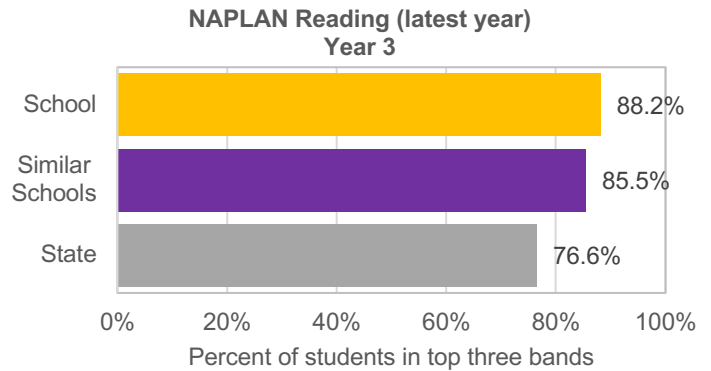
NAPLAN

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 2019, 2021 and 2022 data.

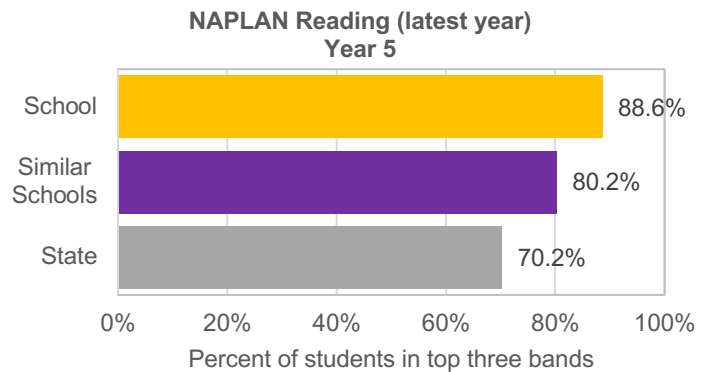
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.2%	87.9%
Similar Schools average:	85.5%	86.1%
State average:	76.6%	76.6%



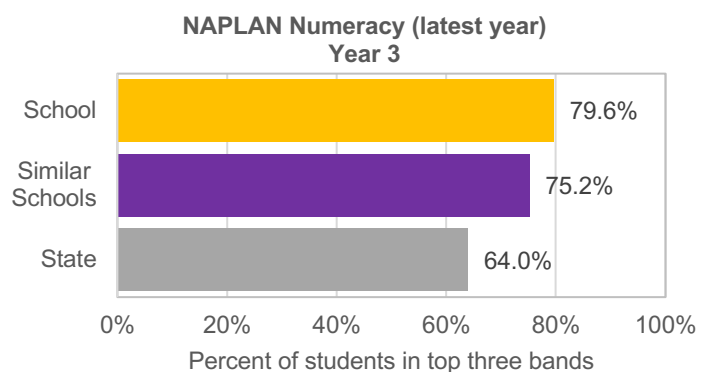
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.6%	80.6%
Similar Schools average:	80.2%	79.8%
State average:	70.2%	69.5%



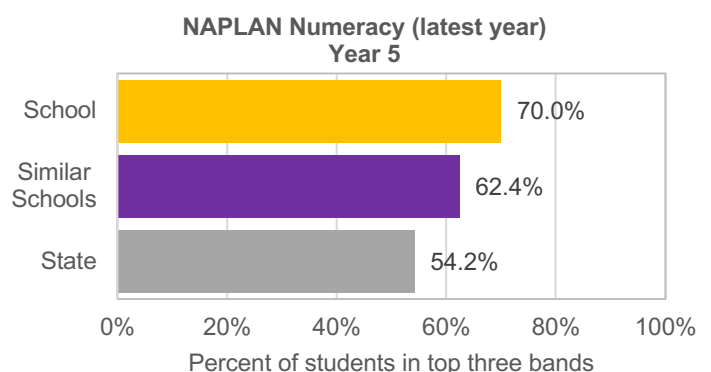
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.6%	83.5%
Similar Schools average:	75.2%	77.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.0%	70.6%
Similar Schools average:	62.4%	67.8%
State average:	54.2%	58.8%



WELLBEING

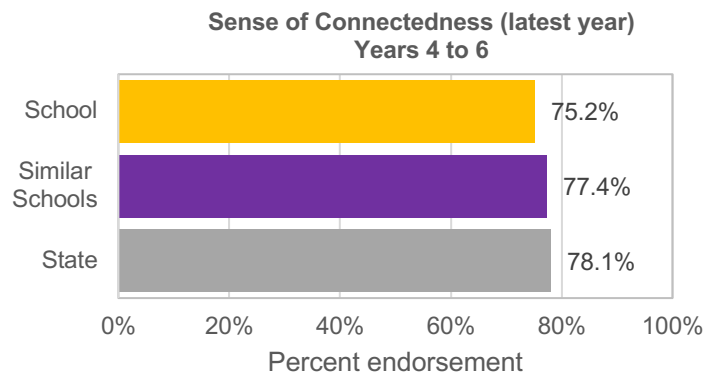
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	75.2%	76.9%
Similar Schools average:	77.4%	79.1%
State average:	78.1%	79.5%

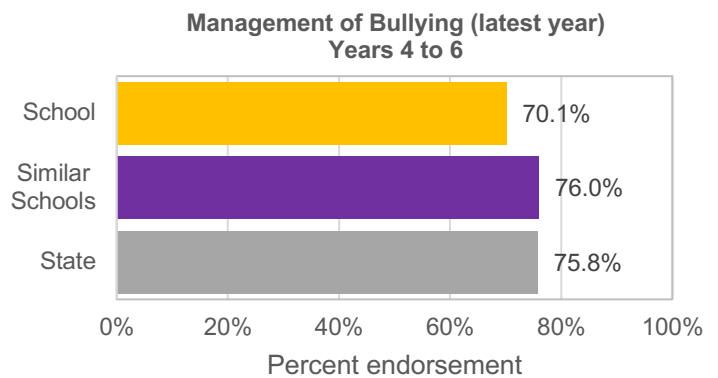


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	70.1%	73.2%
Similar Schools average:	76.0%	78.8%
State average:	75.8%	78.3%



ENGAGEMENT

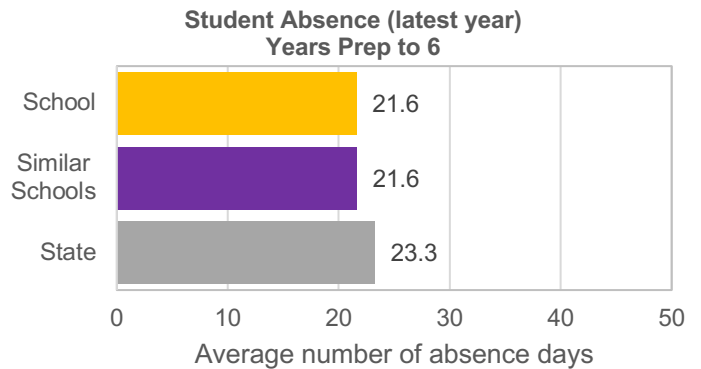
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	21.6	13.4
Similar Schools average:	21.6	14.9
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	92%	90%	88%	89%	89%	88%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,091,497
Government Provided DET Grants	\$529,649
Government Grants Commonwealth	\$9,800
Government Grants State	\$0
Revenue Other	\$39,328
Locally Raised Funds	\$470,053
Capital Grants	\$0
Total Operating Revenue	\$5,140,327

Equity ¹	Actual
Equity (Social Disadvantage)	\$17,711
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$17,711

Expenditure	Actual
Student Resource Package ²	\$4,021,899
Adjustments	\$0
Books & Publications	\$1,819
Camps/Excursions/Activities	\$212,022
Communication Costs	\$4,242
Consumables	\$99,096
Miscellaneous Expense ³	\$24,339
Professional Development	\$15,946
Equipment/Maintenance/Hire	\$111,343
Property Services	\$114,955
Salaries & Allowances ⁴	\$425,268
Support Services	\$38,107
Trading & Fundraising	\$27,959
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$38,490
Total Operating Expenditure	\$5,135,485
Net Operating Surplus/-Deficit	\$4,842
Asset Acquisitions	\$44,757

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$143,697
Official Account	\$38,179
Other Accounts	\$0
Total Funds Available	\$181,876

Financial Commitments	Actual
Operating Reserve	\$169,737
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$32,329
School Based Programs	\$39,340
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$31,870
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$21,100
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$49,247
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$343,623

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.