

Mt Eliza Primary School



About MEPS

'MORE THAN 150 YEARS OF EXCEPTIONAL EDUCATION'





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The MEPS STORY



**EVERYONE IS WELCOME AT
MT ELIZA PRIMARY SCHOOL**

For over 150 years, Mt Eliza Primary School has been committed to providing a contemporary and progressive education for students. We are a dynamic educational organisation with distinctive identities and offerings. We draw on our strong traditions as we continue to educate future generations for the ever-changing landscape they face.

Mt Eliza Primary School is a Victorian state primary school educating students from Prep to Year 6. We have a current enrolment of about 500 students. This is small enough to know each and every child, and big enough to be able to provide a wide variety of engaging programs.

The overarching values of our early educators is embedded in the school's fabric: Together we grow.

Our story started in a one-room school house in the late 1800s. It moved from Parkdale to its present site in 1929, and is proudly considered the first continuous primary school in the area. Known as our 'Old School House' it was saved from potential demolition in 2004 by the community and is a reminder of the school's ongoing commitment to exceptional education.

Mt Eliza Primary School is synonymous with a strong sense of community spirit. In partnership with our community, we have developed a culture that reflects our five values: *Respect, Responsibility, Resilience, Connectedness* and *Challenge*. These are the cornerstone of what we do; they support our approach to learning and are key to the way in which we develop respectful relationships across the school.

Ex-students often speak of how they developed deep friendships that have continued throughout and after school. We believe that school doesn't finish when you leave Mt Eliza Primary School – you are a MEPS student for life.

Our staff are noted for their warmth, kindness and ability to inspire. Jan Tyers taught at Mt Eliza Primary School for many years and loved to challenge students' thinking and encouraged opinions. After her passing in 2003 we established the 'Jan Tyers Thinking Outside the Box Award' in her memory and present this each year to a Year 6 student.



Introducing our

PRINCIPAL

Ms Kim Wheeler

KIM BRINGS OVER TWENTY-FIVE YEARS' EXPERIENCE IN THE EDUCATION SECTOR IN INTERNATIONAL, INDEPENDENT AND GOVERNMENT SCHOOLS. KIM HAS HAD PROFESSIONAL EXPERIENCES THAT HAVE TAKEN HER ALL OVER THE WORLD. IN 2020, KIM RETURNED TO MT ELIZA HAVING LED THE JUNIOR SCHOOL AND LONG DAY EARLY LEARNING CENTRE AS HEAD OF CAMPUS AT FIRBANK GRAMMAR IN BRIGHTON.

Kim is no stranger to Mt Eliza, having previously held leadership positions at Mt Eliza North Primary School and Toorak College. With her family residing on the Peninsula, Kim is thrilled to be leading Mt Eliza Primary School, such a community-spirited school, and one which aligns to her values of high expectations and exceptional learning.

As a graduate of the Victorian College of the Arts (University of Melbourne), Kim enjoyed a dual career working both as a teacher and as a professional singer for many years. In 1995, she was fortunate to have been awarded a place to study classical singing in Rome. Whilst in Italy, Kim continued her career as a professional singer as well as the position of Chair of Mathematics at the American Overseas School of Rome (AOSR).

Study tours to Reggio Emilia left an impression and inspired the child-centred lens through which she approaches education.

Kim returned to Australia in 2012 with a focus on community, a love of languages and exceptional food, and an authentic understanding of what it means to be a global citizen.

Kim holds a Master in School Leadership and has completed The Advanced Leadership Program through Women and Leadership Australia, spurred on by her passion to promote leadership for young people.

As Principal, Kim warmly welcomes you and your family to the Mt Eliza Primary School community.



Introducing our

ASSISTANT PRINCIPAL

Mrs Jessica Merritt

AS A PASSIONATE EDUCATOR, JESSICA SEEKS TO INSPIRE A LOVE OF LEARNING IN STUDENTS AND STAFF

As a passionate educator, Jessica seeks to inspire a love of learning in students and staff. Opportunities working across a range of school settings, in a number of different roles have shaped her view on quality education.

As a lifelong learner, Jessica undertook her Bachelor of Education as a scholarship recipient at RMIT University. She later completed her Master of Education (Education Management) at The University of Melbourne to further develop her knowledge and skills in educational leadership.

Jessica taught at both primary and P-12 schools in Melbourne and then joined Woodlands Primary School as a learning specialist and later Rowellyn Park Primary School as Assistant Principal.

She loves life on the peninsula and on the weekend will often be volunteering and running at Rosebud Parkrun and spending time at the beach.

Jessica strives to lead self, lead others and lead learning and is committed to school improvement through critical reflection and strategic action.

Jessica has high expectations for effort and achievement and places great value on building a positive relationship with all members of the school community. She looks forward to working together with you to support your child to be their best at Mt Eliza Primary School.



Why MEPS

**WE BELIEVE ALL CHILDREN HAVE THE CAPACITY TO BE COMPETENT, CAPABLE AND SOPHISTICATED THINKERS WITH ENDLESS WAYS AND OPPORTUNITIES TO EXPRESS THEMSELVES
~ THE MEPS PHILOSOPHY**

We understand the significance of choosing a primary school for your child. By bringing your child to Mt Eliza Primary School, you join a community with shared high expectations and one that promotes the potential of all students. Our learning environment reflects the care and dedication of the highly qualified educators to make school a special place for your child.

We believe in a holistic education that equips students with the attributes they need to lead purposeful and fulfilling lives, where social and emotional skills are as important as academic and professional skills. In addition to a strong focus on the building blocks of learning, literacy and numeracy, our students learn 'how to learn' and they are guided from their first days of school in the development of communication skills. Our programs deliberately promote and engage students in:

- How to communicate with each other
- Being kind to ourselves and one another
- How to be part of a team
- Understanding that we are all different
- How to support one another in the collective learning journey

OUR VISION

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

OUR 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

PHILOSOPHY

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

OUR 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.



OUR FOCUS

Over the next four years, Mt Eliza Primary School will develop an overarching Instructional Model as a framework through which we can continue to refine the teaching and learning of literacy and numeracy. We will work to ensure a balance between explicit/direct instruction and guided inquiry. Explicit instruction will be consistent across teaching areas and all teachers will be equipped with a strong understanding of effective pedagogies. We are working on developing consistency of practice and understanding and using data effectively to inform teaching, learning and student wellbeing.

'Together we grow'



OUR *philosophy*

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

OUR *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 *vision*

A community connected in kindness through relationships, learning and values

OUR *values*

Connectedness Respect Resilience Responsibility Challenge

Wellbeing at MEPS

How we care...



WELLBEING

From Prep to Year 6, wellbeing plays a central role in everything we do, promoting the key role it plays in ensuring that students can learn. We are committed to providing a safe and secure environment in which students are central and able to learn and grow. We acknowledge the importance of children, parents and educators as partners in a learning community that promotes the wellbeing, education and development of all children.

We believe that:

- Children need a strong sense of wellbeing for good physical health, feelings of happiness and a positive sense of self.
- Promoting positive mental health through physical, social and emotional wellbeing will make a significant difference to the lives of children in our care.

RELATIONSHIPS

The most profound learning occurs when there is a healthy relationship between all members of the community (Restorative Practices Australia). Across the School, we promote a culture of kind and resilient relationships and embed restorative practices as an approach to building, maintaining and restoring relationships.

Since 2018, Mt Eliza Primary School has collaborated with the Department of Education and partner schools to lead, build and sustain a culture of respect and gender equality as both a learning space and workplace. This initiative involves the implementation of a whole school approach to Respectful Relationships. We believe that a positive school community is one in which relationships are built upon friendship, respect and kindness.

ENVIRONMENT

It is our responsibility to ensure that each student develops a strong sense of belonging, and to feel safe and secure in our environment. We strive to support children in the ways they connect with the natural environment to promote awareness of environmental and sustainable practices.

The spaces within our school are designed to promote learning and are flexible, stimulating and inviting. We create an environment that caters for diversity in talent and interests and gives students the best chance to discover what is unique to them. This encourages our students to be curious; motivated, challenge themselves; to grow and develop self-confidence, resilience and perseverance. All students have the facilities, programs and support networks to develop a 'can do' mindset that you can see in action every day.

FRIENDOLOGY

We are excited to have recently joined the URSTRONG Schools community. URSTRONG is all about empowering kids with friendship skills while providing the adults in their lives, both parents and teachers, with a common language to support them. Kids learn what is normal in a friendship, the difference between healthy and unhealthy friendships and how to stand up for themselves with kid-friendly concepts. As a URSTRONG School we will have access to a variety of resources, lesson plans, videos and URSTRONG's Friendology 101 friendship curriculum.

...SCHOOL SHOULD BE A HAPPY PLACE. IT IS NATURAL FOR YOUNG LIVES TO BE JOYOUS - JOY IN WORK, JOY IN PLAY, JOY IN ACCOMPLISHMENT."

How we care... hearts and minds

CLEAR PROCESSES AND PROCEDURES TO
SUPPORT KINDNESS, RELATIONSHIPS AND
ENGAGEMENT



GOALS

Students have a clear idea of what is expected of them in class, and work towards goals. Learning is considered as life-long and on-going; a continuum from which our students understand the importance of building on prior knowledge to construct new understandings. We work collaboratively with parents and students to set goals and monitor progress towards meeting them.

HIGH STANDARDS

Teachers set high standards and the same amount of effort is expected from all students. Drawing on feedback, students self-regulate and take charge of their learning, confident that they can meet challenges and make considered choices in order to reach goals. Students are exposed to a multitude of opportunities both inside the classroom and beyond, promoting both physical and mental health and expanding their primary school experience.

Learning at MEPS

PERSONALISED

Learning is a partnership between teacher, student and parent. Teachers take time to get to know each student developing insight into how social, emotional and intellectual capabilities may affect their learning. MEPS teachers craft learning tasks that tap into student interests, meet their needs and provide appropriate levels of challenge.

DIFFERENTIATED

Our expert teachers differentiate the curriculum to reflect the needs, strengths and interests of their cohorts. A differentiated classroom is a flexible and dynamic context for learning. The mode of teaching is varied to provide the most effective learning for students. Sometimes it will involve the whole class and sometimes small groups or individual students.

SUPPORTED

There may be times when a student requires additional support to help them develop the skills and confidence required to tackle a broad range of tasks. Student support may be offered by either in-class assistance or through specific intervention delivered by expert teachers, tutors and/or education support. Support ranges from personal organisation and behaviour management, to identified literacy, numeracy and language difficulties/disabilities, and/or additional aspects depending on developmental need.

OPPORTUNITIES FOR EXTENSION AND ENRICHMENT

Mt Eliza Primary School recognises that all students deserve to have their academic needs met. The school aims to provide quality whole school enrichment for students of all ability levels through varied and rigorous classroom and co-curricular experiences.





LEARNING SPACES

Our spaces change and adapt to different modes of learning. High-quality teaching and learning must be matched with spaces that make students enthusiastic learners through elevated design. Well-designed spaces make it easier for people to work together in small or larger groups. Our classrooms are flexible enough to accommodate different types of learning depending on outcomes, encouraging work that:

- is individual
- is team-based
- is reflective
- is creative
- incorporates technology
- is hands-on

Technology has been an important tool to ensure that children could continue their learning and be flexible whilst at home during the COVID-19 pandemic. MEPS teachers and students have the experience, knowledge, resilience and capacity to ensure success in a variety of contexts.

Where possible, we take students out of the classroom into the world and bring the wider community back into our school. Lessons happen both indoors and outdoors. All sorts of activities take place in flexible outdoor spaces that connect students to the natural environment and to our community.

DIGITAL INTEGRATION

Educational technology, thoughtfully and appropriately applied, enhances the learning experiences of all students. Our teaching staff leverage technology to facilitate high quality and engaging learning. Classrooms are equipped with digital boards/screens and wireless network access. Prep to Year 4 have access to class sets of iPads/tablets/laptops, whilst students in Years 5 and 6 participate in our 1:1 student-owned laptop program. A fully equipped computer lab is also available as part of the Library Resource Centre.

Students need proficiency in digital, visual, informational and textual literacy while critical thinking and creative problem solving remain essential in co-operative and collaborative learning environments.

Students have access to digital learning tools such as Reading Eggs, Mathletics, LitPro and Essential Assessment.

Through information literacy, Cyber Safety sessions and a focus on appropriate research skills, students are guided to develop a responsible digital footprint. They learn skills in how to navigate the ever-changing digital landscape in order to critically discern authentic details from the overwhelming amount of information available.

ASSESSMENT

Our approach to student assessment refers to the ongoing process of: gathering, analysing and interpreting evidence; reflecting on findings; and making informed and consistent judgements to improve student learning.

Assessment for improved student learning and deep understanding requires a range of assessment practices with three overarching purposes:

- **Assessment for learning:** When teachers use inferences about student progress to inform teaching (formative assessment) throughout the school day to determine where a student is in the learning cycle.
- **Assessment as learning:** When students reflect on and monitor their progress to inform their future learning goals (formative assessment). When students self-reflect, research shows that understanding is deepened.

- **Assessment of learning:** When teachers use evidence to make judgements on student achievement against goals and standards (summative assessment). This occur at the end of a unit of work or through more formalised assessments that are standardised, such as NAPLAN or the Progressive Achievement Tests (PAT).

Student reports are written at the end of Term 2 and Term 4 and provide a summary of achievement throughout Semesters 1 and 2. Monitoring student progress is on-going.



Core Subjects at MEPS



ENGLISH / LITERACY

We implement a systematic and structured phonics-based approach which is aimed at benefiting all areas of literacy, with a particular focus on spelling. This involves explicit instruction in phonics, spelling rules and morphology (or word meanings). This approach is inspired by the Multisensory Structured Language approach (otherwise known as MSL) and it requires students to practise and apply skills and knowledge in multiple ways – using visual (sight), auditory (hearing) and kinaesthetic (touch/movement) cues – to aid memory and learning.

English is taught both explicitly within literacy sessions as well as through authentic contexts integrated across all curriculum areas. Our program acknowledges the language profile of individuals and builds on previous learning in ways that are positive and productive.

We follow the Victorian Curriculum, which is underpinned by the belief that language development helps create confident communicators, imaginative thinkers and ethical and informed citizens. It is organised around the three Language Modes: Reading and Viewing; Writing; and Speaking and Listening.

Students are exposed to rich literature and use a variety of strategies to maximise understanding of the four key components of successful reading through a 'CAFE menu': Comprehension, Accuracy, Fluency and Expand Vocabulary.

This is backed up by the use of VOICES, an acronym used to highlight the six traits of writing and the writing skills students need to learn to become proficient writers in conjunction with aspects of the Seven Steps Writing approach.

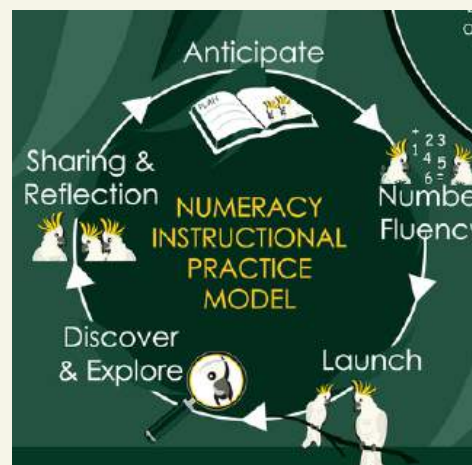
MATHEMATICS / NUMERACY

Mathematics is viewed as a global language through which we make sense of the world. The teaching of Mathematics reflects the stages a learner goes through when developing understanding; constructing meaning, transferring meaning into symbols and applying with understanding.

Our program follows the Victorian Curriculum, which focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning and problem-solving skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

The Mathematics curriculum is organised by the three strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability and it aims to ensure that students:

- develop useful mathematical and numeracy skills for everyday life
- see connections and apply mathematical concepts, skills and processes to pose and solve problems
- acquire specialist knowledge and skills in mathematics
- appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.



Specialist Subjects



INQUIRY

Our Inquiry Program assists children to become curious, both in the classroom, and in the broader world. In addition to stand-alone core subjects, Inquiry units seek to provide scope for students to apply their knowledge and skills 'in action'. This takes into consideration students' prior knowledge, interests and areas of conceptual learning that may still need development. An example is a Year 6 Inquiry Unit which places a focus on self-expression, where students and teachers develop understanding around how people express themselves in many different ways and forms. Research shows that this multidisciplinary has a greater impact on long term learning outcomes.

LANGUAGE OTHER THAN ENGLISH

Learning languages opens minds to differences where diversity is seen as a regular part of society. The study of languages and cultures is valued as a unique and integral part of the curriculum, enriching personal development and helping to facilitate international-mindedness. Our Indonesian LOTE program focuses on language and cultural learning with a key emphasis on speaking and listening in the early year levels. The Indonesian classroom provides a colourful learning environment where students engage in a variety of interactive activities including games, singing, role-play, puzzles and storytelling.

STEM

Science, Technology, Engineering and Mathematics (STEM) is more than joining these subjects, it's a philosophy of education that embraces teaching skills in a way that resembles real life. STEM helps develop technical skills and prepare students for a workforce where success results not just from what one knows, but what one is able to do with that knowledge. Our STEM approach aligns with the way children's minds learn and work from a very early age.

THE ARTS

Performing Arts (Music, Dance, Drama)

A specialist teacher facilitates weekly lessons which are designed to enhance student understanding and enjoyment of performing arts – music, dance and drama. Students at all levels experience performing arts through games, theory and practice. They sing, play instruments, listen and respond, move, create, perform and also learn about performing arts from other times and cultures.

In Years 3 - 6, we continue to build and incorporate more formal study of music literacy, dance and drama. Students in Years 3 and 4 learn to play the recorder and students in Year 5 learn to play the ukulele.

We stage a whole school concert, including a senior school production, every second year that involves all students in the school. These high quality productions are performed in front of an audience of over 1500 people over two nights at the Frankston Arts Centre.

Visual Arts

The visual arts program follows the Victorian Curriculum guidelines and is grounded in the belief that the visual arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking.

Within the program, students are exposed to a broad range of experiences that illustrate the field of visual arts, including architecture, ceramics, collage, costume design, drawing, graphic design, film, illustration, industrial design, installation, jewellery, land art, mask making, metalwork, painting, paper making, performance art, photography, printmaking, sculpture, set design, textiles and woodwork.

HEALTH AND PHYSICAL

Physical Education

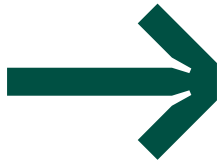
The physical education program is designed to provide positive physical activity experiences that support the development of healthy, active children. All students from Prep to Year 6 take part in one session a week with a specialist physical education teacher. Prep to Year 2 students focus on developing an understanding of the core fundamental movement skills and applying these in structured activities and games. In Years 3 to 6 students begin to transfer these skills into more complex, sports-specific environments. The physical education curriculum is informed by the Victorian Curriculum, and promotes the attributes required for students to become positive and inclusive members of sporting communities.

SPORT

Being involved in sport promotes both physical and mental wellbeing, builds confidence and encourages teamwork. Sport should be fun, as well as competitive and teach students how to enjoy success and accept disappointment.

There are many sporting opportunities available ranging from House, inter-school, representative and elite level competitions. For select sports such as Athletics, Cross Country Running and Swimming, opportunities to compete at District, Divisional, Regional, State and National levels are available.

Prep students participate in a weekly Perceptual Motor Program, designed to improve co-ordination and motor skills. Organised swimming lessons form part of the curriculum for every year level. In years 5 and 6 there are inter-school competitions and all students participate in the beach program in Term 1 which focuses on water safety and life saving skills, culminating in an Iron Man/Woman competition.



Engagement at MEPS

SUB-SCHOOL THEMES THAT ARE THE LENS THROUGH WHICH MUCH OF THE LEARNING IS PLANNED .

SEQUENTIAL, DEVELOPMENTAL AND ASPIRATIONAL - SOMETHING TO LOOK FORWARD TO AS THE STUDENTS MAKE THEIR WAY THROUGH SCHOOL

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

Early Years
Powered by play

Middle School
Future focused

Senior School
Leaders of today and tomorrow

MT ELIZA PRIMARY SCHOOL

Area themes

How we organise ourselves



YEAR LEVEL COHORTS ARE DIVIDED INTO THREE SUBSCHOOLS -

- EARLY YEARS (PREP TO YEAR 2)
- YEARS 3 AND 4
- YEARS 5 AND 6

EACH AREA HAS AN UMBRELLA FOCUS THAT SITS ABOVE THE CORE CURRICULUM AND PROVIDES AN OVERARCHING DEVELOPMENTAL FOCUS THAT IS BUILT UPON AS STUDENTS PROGRESS THROUGH THE SCHOOL.

THE EARLY YEARS POWERED BY PLAY

We know that experiences during the early years lay the foundation for all future learning. A rapid rate of development during the early years, zero to 8 years of age, occurs in the physical, emotional, social and cognitive domains. Research shows that if children are provided with high quality, creative experiences in their early years, the synapses that are predisposed to imagination, auditory, linguistic, physical or creative thinking skills will become more efficient and facilitate further learning.

Children in their first years of formal schooling bring considerable knowledge and we build on that so their experience of school is positive, encouraging and engaging.

Play based and inquiry learning is the process during play when students inquire using their imagination to explore, experiment, discover, collaborate, improvise and create. Using play as a conduit, our focus is on:

- Developing relationships
- Harnessing imagination, creativity and resilience through play
- Identifying and implementing point of need learning

MIDDLE SCHOOL YEARS 3 AND 4 FUTURE FOCUSED

Learning across Years 3 and 4 sees a heightened focus on STEM principles. This sees students developing future focused skills particularly across the Sciences, Engineering, Technology and Mathematics spheres.

In 2009, we became an early adopter of the Stephanie Alexander Kitchen Garden Program, this evolved into our own Kitchen Garden program. Since 2021, this program has been inspired by the Oz Harvest School's Program.

OzHarvest is Australia's leading food rescue organisation with a driving purpose to Nourish Our Country. Children are the future to saving our planet and this new educational resource provides food education and sustainability training, or FEAST for short. As a FEAST launch school in Victoria, our MEPS program combines creative cooking, together with nutrition knowledge, healthy eating and food waste prevention to protect the environment and help everyone lead a fully sustainable life.

SENIOR SCHOOL YEARS 5 AND 6 LEADERS OF TODAY AND TOMORROW

In Years 5 and 6, students develop relationships, ethics, citizenship and resilience through a focus on leadership. This focus provides students with practical leadership skills that they can start enacting immediately. Across the two years, students are introduced to challenges while providing them with tools to overcome them. Some of the leadership skills include:

- Goal setting
- Time management skills
- Attitude to failure
- Traits of a leader
- Public speaking skills
- Creative leadership
- Social skills
- Communication skills

In addition, all year levels are responsible for making a positive difference to our community in regards to:

- Being kind and inclusive to all
- Behaviour in the yard
- Keeping the environment clean and tidy
- Looking after personal items
- Living the school values



Leadership at MEPS



LEADERS OF SELF AND OTHERS

We believe the development of strong leadership skills begins in the early years. Students are encouraged to be leaders of self and others within the school community, fostering a sense of pride and responsibility. Across all year levels, students are supported to demonstrate initiative, identify their strengths and be proactive in demonstrating leadership, action and service. School assemblies provide a forum for students to express their ideas, speak publicly and/or present an initiative.

BUDDY PROGRAM

Our buddy systems play an important role in helping to create safe school environments, it gives children the opportunity to practise values of respect, care, valuing difference, responsibility, friendship and inclusion. Through looking after and caring for younger children, older students learn the skills associated with empathy and compassion through activities in the classroom and in the playground. The program is a focus for Prep to Year 5 cohorts and is a highlight for our students, providing an important structure for connectedness.

YEAR 6 LEADERS

Year 6 students may choose to apply for a range of leadership positions and are required to formally apply and interview for the position with the Principal/Assistant Principal and teacher representatives from specific areas. In the first few weeks of Term 1, students write an application letter for their desired leadership role/s, drawing on life experiences and highlighting examples of their strengths for one of the following leadership positions;

- Communication Leaders
- Sport Leaders
- Mt Eliza Environment Team
- Leaders Library Leaders
- Student Representative Council Leaders

MT ELIZA ENVIRONMENT TEAM - MEET

The Mt Eliza Environment Team (MEET) is a student organisation that meets on a regular basis to discuss and organise various ways in which we can care for our environment and encourage others to do the same. There are two representatives from each class from Years 1-6 that are chosen by their fellow students and their teachers. The MEET Team oversees recycling, ways in which we can conserve energy and our 'Nude Food' agenda where students are encouraged to bring their lunch and play lunch in containers - with no paper or plastic wrapping. Years 5 and 6 MEET representatives are given the opportunity to participate in the Dolphin Research Institute Ambassadors 'i sea, i care' program which aims to develop leadership in students around marine environmental issues.

STUDENT REPRESENTATIVE COUNCIL (SRC)

We aim to empower student agency through leadership opportunities that promote student voice. Led by staff who are passionate about student voice, the SRC aims to impact upon four core areas of value:

1. The MEPS school community - including school grounds and projects to promote student connection
2. Our local community - inclusive of projects within Mt Eliza and the wider Bayside Peninsula Region
3. School sustainability; and
4. Acknowledgment of Australia's First Nation's culture.

Projects initiated by the SRC are based upon feedback received from each class in the school. Through our innovative student-led working groups, the SRC leaders collaborate with student volunteers and the MEET team to implement projects that will benefit and improve school culture and the community.

THE HOUSE SYSTEM

All students across the school (Prep to Year 6) are part of the House System. The MEPS House System promotes a positive and inclusive culture. It is designed to create a caring and supportive environment where all students are welcome and valued, and can demonstrate loyalty and allegiance while contributing to the success of their House. Our system is inclusive of all learners and includes sporting, academic and artistic endeavours.

The four Houses are named after significant marine villas in the Mt Eliza area and include:

EARIMIL

Earimil in Mt Eliza is thought to have been built by Welsh Sea Captain Lintott on his 290 acre farm in the mid-1800s.

MOONDAH

In 1888, Mr James Grice bought the southern boundary of Earimil down to Gonyong Creek, 250 acres known as Moondah. In Boonwurrung language, Moondah means 'black snake' and refers to the creek running through it.

MANYUNG

On the other side of Gonyong Creek to Manmangur Creek, 280 acres was sold to Mr Richard Grice in 1863. Grice gave it the name 'ManYong' a combination of the first and last syllables of each of the creeks.

RANELAGH

Ranelagh House refers to the 'Ranelagh Estate' in Mt Eliza, one of the most prominent seaside residential estates on the Peninsula and designed by renowned international architects Walter Burley Griffin and Marion Mahony Griffin in 1924.

Beyond the Classroom



CAMPS AND OUTDOOR EDUCATION

Personal growth and development takes place in many ways. Our carefully planned day and overnight, sequential camp program, embracing Years 3 to 6, facilitates and encourages self-reliance, teamwork, leadership, initiative and responsibility through the challenges of experiential learning and new adventures. Working as a team member develops an enhanced value of self and others.

A range of individual challenges and opportunities to take measured personal risks are offered to students in a framework of developmentally appropriate ways. The supportive spirit of the camp program often sees students achieve personal goals they could not imagine.

CO-CURRICULAR ACTIVITIES

MEPS students have the opportunity to engage in a variety of co-curricular activities with highly skilled and qualified staff. Co-curricular activities allow each student to enjoy their interests while developing skills, achieving excellence, and mixing with like-minded peers.



CONTINUITY OF LEARNING

For families with young children, transitions occur on a daily basis. As children become older they experience more formal transitions - from one year level to the next, from their Early Learning environment to Prep, and later from our primary environment to secondary school. At MEPS, we look at each child's transition exposure as unique.

The importance of a positive transition to school has been emphasised in research around the world. It is well established that a successful start to a new school and/or new educational environment is linked to later positive educational and social outcomes. As such, we plan, develop and implement deliberate and well-thought out structures for students to be able to feel comfortable and ready to approach these transitions.



What we do	What this looks like in practice at MEPS
Connect with children	<ul style="list-style-type: none"> • Buddy Program • Children engaging with peers • Introducing children and families to educators before commencement • Getting to personally know each child
Connect with families	<ul style="list-style-type: none"> • Welcoming families • Introductory meeting with the Principal to discuss the program and having questions answered • Sharing information at Parent Exchanges • Recognition of the significance of starting a new school
Connect with professionals	<ul style="list-style-type: none"> • Collaboration between educators • Communicating with previous teachers/schools • Working collaboratively across services, where necessary • Strong leadership to support transition
Flexible and responsive transition programmes	<ul style="list-style-type: none"> • Scheduled Transition sessions prior to commencement • Promoting continuity for children • Links to Mt Eliza Secondary College and students in opportunities such as: Leadership sessions, school visits, buddying with older students • Accessing appropriate support for children and families • Identifying strategies to support new students
Recognise strengths	<ul style="list-style-type: none"> • Celebrating student growth • Recognising family knowledge and achievements about their children • Respecting issues that matter to students • Challenging stereotypes • Holding challenging, but realistic expectations for children
Reflective practice	<ul style="list-style-type: none"> • Regular meetings between families and teachers • Monitoring the transition over time • Acknowledging child and family reflections

Transitions at

MEPS



→ MEPS

Community Connections



WE TAKE PRIDE IN OUR DIVERSE COMMUNITY, WITH A NUMBER OF OUR STAFF AND FAMILIES JOINING US FROM INTERNATIONAL LOCATIONS. WE CAPITALISE ON THE COLLECTIVE STRENGTHS OF A RANGE OF CULTURES, BELIEFS AND EXPERIENCES, SUPPORTING THE DEPARTMENT OF EDUCATION'S DIMENSION OF DEVELOPING GLOBAL CITIZENS.

PARENTS AS PARTNERS

We pride ourselves in working as a team with our families. Both formal and informal opportunities form an integral part of this collaboration. A strong school focus is on developing and maintaining community connections. Ways in which we involve our families at MEPS are through the following:

- 'What's Happening' fortnightly information page sent by each year level to parents detailing curriculum, news and upcoming events.
- Prep Family BBQ
- MEPS Facebook Page
- Parent/Teacher Exchange Meeting

We encourage and welcome parent involvement in their child's learning, through:

- Reading
- Excursions
- Various school concerts and events
- Swimming
- Cross country

UNIFORM SHOP

We have a uniform shop onsite in the Old School Hall. It is operated by Fashion Clubwear and open Mondays 8.30am – 11.00am and Wednesdays 2.00pm – 4.00 pm. Outside of these hours, an order form may be placed at the office or you can order online through the link on our website.

SCHOOL COUNCIL

The Council plays a vital role in the operation of our school and assists to establish the broad direction and vision of the school within the school's community. The School Council meets eight times per year and its function, powers and objectives are set out in various instruments, including the Education and Training Reform Act 2006, the Education and Training Reform Regulations 2017, Ministerial Orders and the School Council's own Constituting Order. We are fortunate to have incredible School Council members made up of parent, community and staff representatives who volunteer their time, energy and resources to ensure that the school runs smoothly and is positively positioned in the wider community.

PTA

The PTA holds a range of events throughout the year including morning teas, welcome events, Mother's and Father's Day activities. All parents are welcome to attend meetings and assist with events which have been very successful in both friend-raising and fundraising. Over the years, the PTA has been responsible for major gifts to the school that have significantly contributed to enhance students' experiences.

CLASS COORDINATORS

Each class has a parent coordinator/s who is a liaison between the school and the parents. Through the class coordinators, the school welcomes new parents, communicating important information and organising social events with families.

BEFORE AND AFTER SCHOOL CARE

To provide flexibility for families, students from Prep to Year 6 can attend before and after school care (OSHC) run by Camp Australia. A range of activities are offered during these sessions, including breakfast and afternoon tea. At your OSHC by Camp Australia, every before school, after school and pupil free day program is tailored to the likes and interests of each child in service. Holiday Programs are also available during school breaks.

CANTEEN

The canteen offers a wide variety of nutritious snacks and lunches that can be bought and/or ordered daily. The meals and snacks are home-made each day. Stir Crazy Kids have collaborated with the school over many years, donating funds to assist families in need as well as funding aspects of the Year 6 graduation.



GO
WATER
Welcome to **MT ELIZA** Primary School

Administration
OFFICE



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