

2025 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 31 March 2026 at 11:47 AM by Michael Kent (Principal)

- As executive officer of the school council, I attest that this 2025 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 31 March 2026 at 11:47 AM by Michael Kent (Principal)

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Mount Eliza Primary School is a school in the South-Eastern Victoria Region (SEVR) in the Central Peninsula network of schools. In 2025 the school had an enrolment of 450 students. The school's 2025 student family occupation and education (SFOE) is Low, indicating low social disadvantage across the school. The students are supported by an equivalent full time (EFT) staff of 2 principal class, 22 teachers and 10 education support staff. A new substantive principal commenced in term 2, 2025 after a short period of two acting principals.

The school's vision is: A community connected in kindness through relationships, learning and values. Our MEPS Mission: Improving the quality of student outcomes and teaching practice by:

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

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

At MEPS we have an embedded sense of community where positive relationships are harnessed to maintain our high expectations and performance. Our 'Open Door' policy values the relationship between home and school as we work together to support our students and broader community. We have a strong belief that wellbeing is the foundation of all learning and growth. When students feel safe, supported, and valued, they are empowered to explore, create, and achieve their best. Together We Grow!

Progress towards strategic goals, student outcomes and student engagement

Learning

In Learning, the school continued to implement the 'LEARN' instructional framework to support more consistent planning and teaching. Planning documentation is stored in a shared location with teams using a collaborative planner that is common across the school. Improving the effectiveness of such planning documentation is being improved as further layers of whole school, yearly and termly planning are established.

The school has streamlined the approach to teaching English, implementing the Little Learners Love Literacy Program in Prep-2 and utilising Spelling Mastery and quality units from OCHRE in years 3-6. Whole school curriculum planning was reviewed and scope and sequences developed for Mathematics aligning with Maths 2.0 and a mentor text approach in English. The school moved to an Integrated approach to delivering the Humanities and Health curriculum and curriculum area maps and unit planners have been established to map and plan this work consistently P-6.

Mt Eliza Primary School demonstrated strong NAPLAN results in the percentage of students in both year 3 and 5 at Strong or Exceeding proficiency levels with scores above both state and similar schools in Numeracy and Reading. Teacher judgement data for the school is also above state average for students at or above age expected standards in English and Mathematics across Prep to Year 6.

The implementation of key elements of the VTLM 2.0 through school specific core instructional routines is in the preliminary stage with the leadership team engaging in professional learning 'The Playbook Project' to drive this work. Provision has been made in the 2026 workforce plan to lead improvement in curriculum, teaching and learning at the Assistant Principal, Leading Teaching and Learning Specialist level to support staff development across the school. Whole school systems for data collection have been established and the assessment schedule reviewed to reflect more fit for purpose assessment. All junior school staff received professional learning in the Little Learners Love Literacy program and all staff are participating in professional development to support our updated assessment schedule.

With wellbeing being at the centre of development at MEPS, our school was well equipped to provide a robust support program to differentiate between the many differing scenarios that presented over the 2025 school year. We offered a range of differing educational programs in a variety of formats to address the learnings needs of our community. There is a natural and wide variance in student performance in schools based on a variety of biological and environmental factors. Our challenge is to teach our students at their point of need and develop individualised programs to assist them to make as rapid progress as possible from their starting point. Our school enjoys terrific support from our parent community. The growth in school and student performance is a credit to the processes, programs and dedication of our staff and school community.

Wellbeing

MEPS has a strong focus on student wellbeing and we continue to invest heavily in this area to achieve positive wellbeing outcomes for our students. Our belief is that for quality learning to occur students must feel safe, connected, empowered and positive about themselves and school.

More recently in our wellbeing approaches, the priority has been re-establishing the conditions for learning. This has seen the establishment over time of a schoolwide approach to managing student behaviour and engagement. Our approaches are researched informed and draw upon school wide positive behaviour support and positive classroom management strategies. Known as our 'Together We Grow Steps', this model will be further improved in 2026, the result of continued work with staff to promote a consistent approach and hold high expectations for our students to live our school values. To positively reinforce and formally recognise students for effort and accomplishments, whole school values, achievement and endeavour awards were re-established and are now presented weekly at assembly. The Tier 1 program from the Mental Health for Schools Menu, URSTRONG's 'Friendology' was introduced to explicitly teach students skills in conflict resolution and how to cultivate healthy friendships to support our school vision to create 'a culture of kindness'. The school has transitioned to the Disability Inclusion Profile and this has seen an increase in our Education Support workforce from 3 to 12 part time staff. Our Response to Intervention model has had considerable impact as we look to effectively identify, support and monitor students who require support in both the learning and wellbeing spheres. This has included the refinement of consistent school based documentation for Behaviour Support Plans, Student Support Groups and Individual Education Plans. The structure of our Inclusion and Wellbeing Team has continued to evolve to meet the needs of our school setting.

Engagement

Mt Eliza Primary School is committed to teaching the whole child, nurturing all areas of students' development and learning; from social-emotional and mental health needs to Literacy, Numeracy, and soft-skills, like collaboration, problem-solving and persistence. We place high expectations on students' behaviour and effort and model and instil the school values P-6.

With the school's average number of absence days for P-6 for 2025 saw a reduction from the previous year. Our absence data is less than state averages and like school averages. The school places great emphasis on student attendance and will continue to focus on every student, every day. We have policies, processes and practices to ensure all absences are followed up in supporting a return to school. The school is proactive in addressing any issues of poor attendance via direct follow up with parents to account for all absences. We continue to review our approach to maximizing student attendance and monitoring family holidays as an impactor on absence rates. We have available a Student Absence Learning Plan to support any students with a high level of absenteeism. The school has noticed that many families are taking the opportunity to travel and this is not always within the school vacation periods; meaning this has a significant impact on attendance data during the school year.

Throughout 2025, we continued to offer a broad range of engaging activities, providing an opportunity for participation by all students in Physical Education and sporting skill development, The Visual and Performing Arts programs, Languages, Science and STEM, Library, Student

Council, House system, Student leadership programs and Foundation/Year 4 buddy programs. These programs are supported by a variety of students clubs and activities and we also enjoyed our school open/fun evenings with the broader community. This is always a wonderful way of bringing our community together for some celebration of our school culture. We observed that when students were at school they were connected and engaged in the curriculum and extra curricular opportunities.

In 2025 we committed to resourcing support programs to embed our tutoring program, support programs and wellbeing programs. We facilitated evidence-based support programs and ensured the school was more than adequately resourced. We supported and extended students with identified students participating in the online Victorian High Achievers Programs and other Arc events. All geared towards increasing student engagement, interest and differentiating to provide pathways and extension opportunities for all students.

MEPS has always had a commitment to the wellbeing of students and the wider community and we rely upon this commitment heavily to ensure students social, emotional and mental health needs are being addressed, as well as continuing to support student's academic and educational progress. We value the community we have created and continue to strive to engage and nurture our students and community to make deeper and stronger connections. We are excited about the continuation and strengthening of this work in 2025 as the needs of community evolve. MEPS has a strong belief and focus on ensuring the wellbeing needs of all our students are met so that learning can occur to the greatest capacity.

Financial performance

Mt Eliza Primary School continues to operate to ensure the school is maintaining its healthy financial position, whilst maintaining quality resources and learning environments for our students. The school is fiscally prudent in not spending more funds than it has available. We are also committed to ensuring that our funding each year is spent on our students and our school each year. It is imperative that our students and the community have the appropriate funding to support their evolving needs.

In all that we do at MEPS, we are focused on targeting our students' needs. In order to meet these needs, we must ensure adequate financial and human resources are available to support our individualised approach to meeting the learning needs of our school community.

**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 450 students were enrolled at this school in 2025, 183 female and 267 male. 2% had English as an additional language and NDP 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 percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	63.3%	
	Similar schools	78.4%	
	State	82.0%	

School Staff Survey

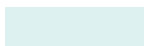
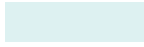
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	60.4%	
	Similar schools	77.7%	
	State	77.4%	

LEARNING

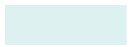
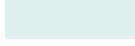
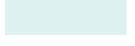
Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

2025			
English Prep - 6 % of students at or above age expected standards	School	89.9%	
	Similar schools	92.8%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	90.6%	
	Similar schools	91.9%	
	State	84.2%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	83.9%		83.0%
	Similar schools	80.6%		79.7%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	84.6%		87.3%
	Similar schools	84.4%		84.9%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	87.0%		84.4%
	Similar schools	79.9%		78.7%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	86.3%		81.3%
	Similar schools	79.6%		78.5%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	62.0%	
	Similar schools	74.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	68.0%	
	Similar schools	70.3%	
	State	74.0%	

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percentage 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	71.6%		76.4%
	Similar schools	75.0%		75.6%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

The percentage 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	71.0%		73.2%
	Similar schools	74.3%		74.4%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	19.9	20.3
	Similar schools	19.4	20.1
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	90.8%	
Year 1	School	90.8%	
Year 2	School	91.4%	
Year 3	School	91.3%	
Year 4	School	89.2%	
Year 5	School	87.6%	
Year 6	School	87.3%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$5,114,633
Government Provided DET Grants	\$535,851
Government Grants Commonwealth	\$6,700
Government Grants State	\$0
Revenue Other	\$22,008
Locally Raised Funds	\$477,806
Capital Grants	\$0
Total Operating Revenue	\$6,156,998

Equity	Actual
Equity (Social Disadvantage)	\$14,218
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$14,218

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$5,056,724
Adjustments	\$0
Books & Publications	\$114
Camps/Excursions/Activities	\$206,273
Communication Costs	\$3,004
Consumables	\$129,443
Miscellaneous Expenses ²	\$28,655
Agency Staff	\$22,026
Professional Development	\$19,613
Equipment/Maintenance/Hire	\$100,938
Property Services	\$84,348
Salaries & Allowances ³	\$338,990
Support Services	\$17,647

Expenditure	Actual
Trading & Fundraising	\$13,473
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$45,866
Total Operating Expenditure	\$6,067,115
Net Operating Surplus/-Deficit	\$89,883
Asset Acquisitions	\$0

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$87,500
Official Account	\$34,825
Other Accounts	\$0
Total Funds Available	\$122,325

Financial Commitments	Actual
Operating Reserve	\$168,398
Other Recurrent Expenditure	\$12,131
Provision Accounts	\$0
Funds Received in Advance	\$34,722
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$54,382
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$269,634

All funds received from the Department of Education, 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.