

2016 Annual Report to the School Community



School Name: Mount Eliza Primary School

School Number: 1368

Name of School Principal:	Brett Bell
Name of School Council President:	Kathie Osborne
Date of Endorsement:	20 th March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Mt Eliza Primary School is situated on the Mornington Peninsula approximately 50 kilometres from Melbourne. The school had a population of 639 students in 2016. Enrolments have increased significantly in recent years. Our school aims to provide a dynamic learning environment that engages students who work to achieve their personal best in an atmosphere of mutual respect and cooperation. Respect, responsibility, connectedness, resilience and challenge are values that we promote through every aspect of school life.

The demographic is reasonably stable in Mt Eliza with most available land having already been established for housing. Our school population is predominantly Anglo Saxon or second generation European. A small number of students have English as a Second Language. Only a small number of Koorie students currently attend MEPS at present. We have six students supported by the Program for Students with Disabilities.

The school's staffing profile consists of an aggregate of 42 equivalent full time positions of which 35.6 are teaching. In 2016 there was a total of 11 part time teaching staff, 11 support staff, 9 Classroom Teacher Level 1, 27 Classroom Teacher Level 2, 3 Leading Teachers and 2 Principal Class staff. Turnover of staff has been low with many teachers choosing to stay at the school for long periods of time.

2016 saw the first full year of implementation for the new Strategic Plan. This new direction has a major focus on developing effective and consistent teaching and learning in Literacy and Numeracy across the school, developing a collaborative and supportive culture that involves all staff and parents in the education of our children and effective and targeted use of school resources to support student learning.

Framework for Improving Student Outcomes (FISO)

In 2016, the major FISO initiatives focused on were: Building Practice Excellence, Curriculum Planning and Assessment, Building Leadership Teams and Building Communities.

The initiatives of Building Practice Excellence, Curriculum Planning and Building Leadership Teams were all seen as working hand in hand to establish a new direction for the way we work at MEPS. The 3 leading teachers were given newly defined roles to lead a 'sub-school' of teachers in developing and implementing a consistent and collaborative approach to improving student's academic outcomes. Year level teams established Professional Learning Teams (PLTs) and were provided with a common 2-hours of time release each week to meet and plan for the following week as supported by their leading teacher. Significant Professional Development was provided for teaching staff that outlined effective teaching practices in Maths and Reading. Priority teams were established to investigate and lead the ongoing development of a clear curriculum and teaching strategies in both English and Maths.

Building Communities worked at two levels. Firstly, significant time and effort was placed in developing the staff culture through the above mentioned PLTs. A priority group was established to develop strategies to improve staff culture. Some great results were achieved through specific activities. The second focus was to improve the school-parent partnership. This was also achieved through the development of a priority team with specific goals and time allocated to work on developing this area. Some significant steps were made to improving this area as seen by the work undertaken in supporting the class co-ordinators, the establishment of a postcard system and the parent education session run by Michael Grose.

Achievement

The main focus of the Achievement area in 2016 was to establish a consistent and clearly understood curriculum and effective teaching and learning approach from Prep to Grade 6. The first half of the year focused on Professional Development in the area of Maths. The 8 Key Factors of an Effective Maths program were used as the basis for a variety of PD sessions and team planning activities. A number of these factors were fully implemented by the end of 2016 such as teaching in units of work and teaching automatic response. Further work will continue in 2017 to ensure all 8 Key Factors are fully implemented. In the second half of the year, teachers worked on developing their understanding of the CAFÉ reading approach to support students in the development of their reading comprehension skills. Again, teachers were able to implement some aspects of this program by the end of 2016, with further work to occur in 2017. Both of these initiatives were supported by engaging an educational consultant – Lyn Watts. The priority teams worked to ensure all necessary resources and issues were discussed and resolved in a timely manner. Significant work was also undertaken throughout the year to increase consistent and accurate assessment of student progress against the curriculum standards. A number of resources were produced, Professional Development undertaken and support given to teams in making assessments of student progress against the standards. This progress has been a significant development in our measuring and communicating student progress in a consistent manner in 2016.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



Engagement

Generally, the students at MEPS show a high level of engagement in their schooling. A priority team was established in 2016 to look at the combined area of student engagement and wellbeing. The major focus of work in this area in 2016 was to improve student play spaces in the yard. Significant work was undertaken to develop and implement a school master plan aimed at improving the school grounds for student use. All stakeholders were given the chance to provide feedback into what they would like to see developed and significant resources were made available for the implementation of some projects in 2016. Works completed include the removal of out of date buildings, the development of a new storage shed, the establishment of 2 new playgrounds, the expansion of a new playground and the expansion of the staff carpark. These works were completed with the design support of the students. Parent fundraising activities also enabled some aspects of the works to occur.

Wellbeing

Student Wellbeing remained a major focus in 2016 with the establishment of a priority team to oversee this area and the area of Engagement. The major focus of development and success in 2016 were the completion of KidsMatter and eSmart accreditation. Both of these important student wellbeing programs had previously been started here at MEPS but a focus on their full implementation resulted in staff professional development, resource creation and sharing and an increased understanding for staff in this important area. Significant work was also completed in the development and implementation of policies for MEPS in the area of student wellbeing. Student non-attendance was tracked through this priority team, with individual issues identified and followed-up by the classroom teacher with the support of the Assistant Principal. The continued use of the Sentral online student management system has made tracking both student attendance and misbehavior more consistent across the school in 2016.

For more detailed information regarding our school please visit our website at
<http://www.mtelizaps.vic.edu.au>



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

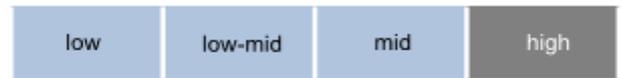
School Profile

Enrolment Profile

A total of 639 students were enrolled at this school in 2016, 291 female and 348 male. There were 2% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>42%</td> <td>39%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>52%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>45%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>44%</td> <td>39%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>42%</td> <td>43%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	42%	39%	Numeracy	20%	52%	28%	Writing	26%	45%	29%	Spelling	17%	44%	39%	Grammar and Punctuation	15%	42%	43%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1043 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	95 %	94 %	94 %	94 %	94 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	95 %	94 %	94 %	94 %	94 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>

How to read the Performance Summary

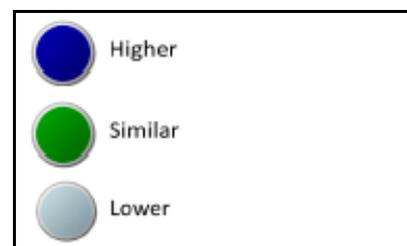
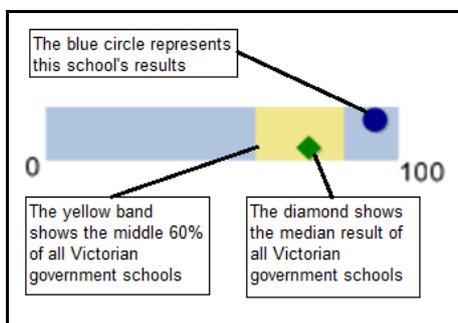
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

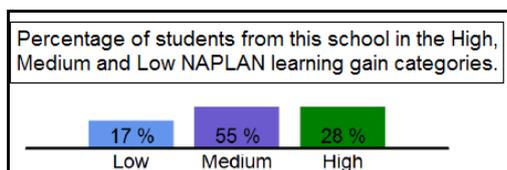
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

In 2016, significant funds were made available for two school priorities as outlined by the previous school review/strategic plan – staff professional development and school ground developments. The surplus funds from previous years were used to fund these initiatives.

A number of staffing decisions were undertaken in 2016, including the substantive appointment of 2 leading teachers and the formalised contracts of other staff.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,120,139	High Yield Investment Account	\$501,350
Government Provided DET Grants	\$493,643	Official Account	\$28,122
Government Grants Commonwealth	\$2,900	Total Funds Available	\$529,472
Revenue Other	\$30,846		
Locally Raised Funds	\$610,053		
Total Operating Revenue	\$5,257,581		
Expenditure		Financial Commitments	
Student Resource Package	\$4,117,510	Operating Reserve	\$177,027
Books & Publications	\$1,919	Asset/Equipment Replacement < 12 months	\$64,550
Communication Costs	\$9,272	Capital - Buildings/Grounds incl SMS<12 months	\$35,000
Consumables	\$168,490	Maintenance - Buildings/Grounds incl SMS<12 months	\$100,285
Miscellaneous Expense	\$333,200	Revenue Received in Advance	\$39,813
Professional Development	\$22,505	School Based Programs	\$63,129
Property and Equipment Services	\$362,923	Other recurrent expenditure	\$10,722
Salaries & Allowances	\$235,725	Asset/Equipment Replacement > 12 months	\$38,945
Trading & Fundraising	\$51,962	Total Financial Commitments	\$529,472
Utilities	\$39,590		
Total Operating Expenditure	\$5,343,096		
Net Operating Surplus/-Deficit	(\$85,514)		
Asset Acquisitions	\$110,518		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.