

2017 Annual Report to the School Community



School Name: Mount Eliza Primary School (1368)

School Number: 1368



Principal: Brett Bell

President: Kymberly Davison





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 652 students in 2017. Enrolments have stabilized 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 five students supported by the Program for Students with Disabilities.

The school's staffing profile consists of an aggregate of 41.41 equivalent full time positions of which 34.85 are teaching. In 2017 there was a total of 10 part time teaching staff, 10 support staff, 8 Classroom Teacher Level 1, 25 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.

2017 saw the final year of implementation for the Strategic Plan. The school review was completed in 2017, followed by the development of the new Strategic Plan 2018-2021.

Framework for Improving Student Outcomes (FISO)

In 2017, the major FISO area focussed on was: Building Practice Excellence. This was broken into two major improvement initiatives: 1. Developing a school-based coaching approach to support on-going teacher development in improving teaching and student learning in Literacy and Numeracy and 2. To develop a school-based action research team to explore the focus question – 'How do we effectively cater for our most gifted and talented students?'

As part of the school review in 2017, teaching staff reviewed and reflected on our progress against the FISO continuum for the first time. This enabled all teaching staff to understand the FISO continuum, our progress against it and what our focus areas will be in the new Strategic Plan.

Achievement

The main focus in the area of achievement for 2017 was the embedding of the consistent and effective approaches to the teaching and learning of Maths and Reading using the agreed approaches developed and investigated in 2016. The '8 key factors of Maths' was the basis of the approach used in Maths and the CAFÉ approach used to support reading development. This work has been implemented through the establishment of clear expectations, provision of resources, 2 hour weekly planning sessions for each year level team and direction from leading teachers at each sub-school. The results of this work has been evident in the increased confidence of teachers when assessing student progress against the curriculum standards. Teacher judgement data shows an increased number of students identified as working beyond the expected level in each cohort when compared with previous years. We expect to see significant growth in our NAPLAN results in 2018 and beyond, especially in the area of 'High' learning gain being significantly above 25% for both Reading and Numeracy.

The goal of developing a school-based coaching approach to support on-going teacher development saw a number of staff trained in the growth coaching model and then trialled with a small number of staff in the second half of the year. A school-wide approach was developed for full implementation in 2018, with a focus on utilising the 'Professional Practice Days' effectively each term.

Due to technical difficulties, the Teacher Judgement data for 2017 is unavailable.

Engagement

Student engagement at Mt Eliza Primary School continues to remain at a high level when judged by the student attendance results. Most student absences are either due to illness/appointment or family holiday, rather than a lack of student engagement. The school employs a variety of strategies to monitor, track and follow-up student attendance issues.

The school goal of investigating the question: 'How do we effectively cater for our most gifted and talented students?' involved looking at issues of achievement as well as engagement and wellbeing. Ensuring all of our students are engaged at their appropriate academic level was a corner-stone element of the investigation. To assist in this, all teachers undertook professional development in identifying and supporting gifted students as well as developing a new individual learning plan template that involves teachers asking students appropriate questions to better inform the learning plan.

Student and parent engagement continued to be a priority team focus, with a team of teachers working towards many goals in this area throughout the year.



Wellbeing

Monitoring and further developing our approach to student wellbeing has continued through the work of the wellbeing priority team. This team of teachers has continued to work through a series of goals to ensure our approach is consistent and effective in supporting all students and their social/emotional wellbeing.

In 2017, professional development on identifying and supporting students with anxiety was given for staff. A parent session with an external expert in the field of anxiety was also offered and well attended. The use of the KidsMatter framework was also continued to support the school's development of a safe and supportive school environment. A major focus was on the development of clear strategies and processes for supporting students identified as being in Out of Home Care (OOHC) and/or of Koorie descent in line with department initiatives and expectations.

The school review process completed in 2017 identified a future focus on developing a 'Mindfulness' approach to MEPS as a key priority. This will be developed around the idea that 'MEPS kids are Mindful, Empathetic, Positively Skilled kids'. Some initial investigation and professional development on mindfulness and gratitude were completed by staff and trailed in some classes.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 641 students were enrolled at this school in 2017, 303 female and 338 male.</p> <p>2 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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> Lower</p> <p> Similar</p> <p> Lower</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <caption>NAPLAN Learning Gain Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>46%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>43%</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>54%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>46%</td> <td>34%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>48%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	46%	32%	Numeracy	21%	43%	36%	Writing	22%	54%	24%	Spelling	20%	46%	34%	Grammar and Punctuation	24%	48%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	22%	46%	32%																							
Numeracy	21%	43%	36%																							
Writing	22%	54%	24%																							
Spelling	20%	46%	34%																							
Grammar and Punctuation	24%	48%	27%																							



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 969 1036 1061"> <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>95 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	93 %	94 %	94 %	93 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	93 %	94 %	94 %	93 %	92 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p> Lower</p>

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

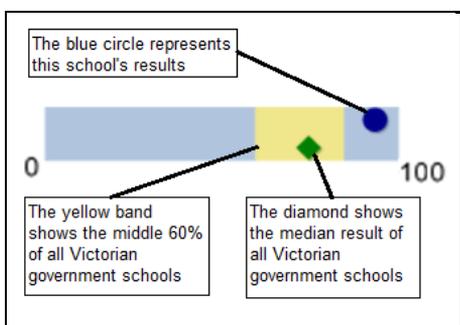
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

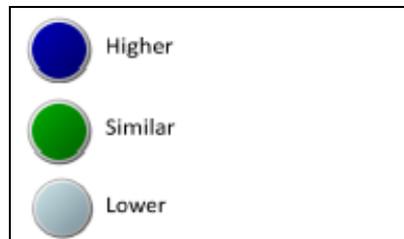


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').

Financial Performance and Position

Financial performance and position commentary

In 2017, the school continued to spend surplus finances on major projects in line with the strategic plan which included school grounds development, professional development for staff and fully implementing the consistent approaches to Reading and Maths. Significant resources were also committed to the further purchasing of ICT equipment including iPads, robotics and other computer coding equipment. The major use of the small amount of equity funding was used to support our most vulnerable students through professional development for staff in supporting students in Out of Home Care.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,141,241	High Yield Investment Account	\$387,718
Government Provided DET Grants	\$469,476	Official Account	\$48,380
Government Grants Commonwealth	\$13,900	Total Funds Available	\$436,098
Revenue Other	\$19,720		
Locally Raised Funds	\$571,653		
Total Operating Revenue	\$5,215,990		
Equity¹			
Equity (Social Disadvantage)	\$17,342		
Equity Total	\$17,342		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,095,096	Operating Reserve	\$171,841
Books & Publications	\$1,508	Asset/Equipment Replacement < 12 months	\$21,200
Communication Costs	\$12,274	Capital - Buildings/Grounds incl SMS<12 months	\$20,000
Consumables	\$146,348	Maintenance - Buildings/Grounds incl SMS<12 months	\$48,070
Miscellaneous Expense ³	\$392,106	Revenue Received in Advance	\$107,064
Professional Development	\$20,735	School Based Programs	\$50,736
Property and Equipment Services	\$358,868	School/Network/Cluster Coordination	\$4,200
Salaries & Allowances ⁴	\$152,888	Other recurrent expenditure	\$12,987
Trading & Fundraising	\$79,324	Total Financial Commitments	\$436,098
Utilities	\$39,788		
Total Operating Expenditure	\$5,298,935		
Net Operating Surplus/-Deficit	(\$82,945)		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

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

(4) 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.