

2024 Annual Report to the School Community

School Name: Mount Eliza Secondary College (8102)



- 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 03 April 2025 at 09:33 PM by Micah Davis (Principal)

- As executive officer of the school council, I attest that this 2024 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 03 April 2025 at 09:33 PM by Micah Davis (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
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

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

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program '[Results and Reports](#)' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

At Mount Eliza Secondary College (MESC) utilises a collaborative and personalised approach that supports students and staff to be active learners. We work to empower students to be their best by questioning their experiences, expressing themselves with confidence and participating in local, national and global communities. We are committed to safety and wellbeing for all young people and this is the primary focus of our care and decision making. Our college motto, 'Educated for excellence - Prepared for life' underpin all we do. The College is an accredited International Baccalaureate school and runs the Middle Years Program in Year levels 7-9. There is a wide array of VCE subjects to choose from, electives in Year 9 and 10, some Distance Education options and the VCE Vocational Major. Located in the Shire of Mornington, Mount Eliza Secondary is a medium sized secondary college with current school enrolment at 800 students enabling a guaranteed and viable curriculum, notwithstanding a rich array of extracurricular programs and activities, including in the areas of Music, Performing Arts and Sport. 2024 saw some stabilisation of teaching staff with a steady growth in student population. The change in our sub school structure resulted in more consistent and timely actions to student wellbeing and behaviour, including improved behaviours around pride and attendance. The College has long been known for its caring and dedicated approach to its students, the calibre of young people who attend, and the support of its parent/carer community. These factors remain as strengths of the College as does our desire for continuous improvement, and a commitment to be one of the highest performing government colleges in the Frankston and Mornington Peninsula areas. The major focus for our work in recent years, and into the next Strategic Plan is around: 1. Maximise the achievement and learning growth of all students: Design and embed a curriculum and pedagogical approaches that explicitly develop Literacy and Numeracy skills, and that promote deep inquiry and authentic application of learning across all areas. Build all teachers' capability in using data to monitor students' learning growth, to address their points of learning, and to offer differentiated learning challenge. 2. Maximise the wellbeing and engagement of all students. Enhance students' agency through opportunities for real-world learning, improved feedback practices, and increased choice in their learning. Continue to embed a whole-school approach, with tiered and responsive practices, that supports all students' wellbeing and engagement in school. We continue to address an approach as a whole college to focus on accountability and consistency, and a genuine belief in meeting the needs of our students. We have completed our second full year of a partnership with Adam Voigt's REAL SCHOOL. This practice and philosophy continue to become embedded utilising restorative practices and affective language. As a college we have already seen the improvement of student agency to work collaboratively with staff to resolve issues and build positive, reciprocal relationships. We believe we have high potential students and commit to ensuring that value adding is a reality for every student in the college. We also believe that education should be truly contemporary and are prepared to make the changes necessary to ensure this is a reality, and that students leave the college well equipped in terms of the General Capabilities, IB Learner Profiles, and their experiences in working in their community.

Progress towards strategic goals, student outcomes and student engagement

Learning

MESC continues to utilise the Department's Framework for Improvement Student Outcomes (FISO) 2.0 in determining improvement priorities and initiatives - Assessment, Support and Resources, Engagement, Teaching and Learning and Leadership. The shift for schools to align Wellbeing and Learning in synchronicity is allowing staff, students and families to see the relationship between the two, a particularly important action considering the last few years. In 2024, all staff participated in a suite of professional learning experiences that built capacity in understanding 'Science of Learning' and what this means for HOW we learn, retain information and recall information. We had a particular focus on EXPLICIT TEACHING, reflecting on how new information is taught and how does the teacher KNOW the information has been learned. With the introduction of the Victorian Teaching and Learning Model 2.0, our college leaders are preparing structures and strategies to implement over the next 3 years. Our students report our teachers are more effective in their practice for cognitive engagement compared to similar and network schools, as well as high expectations and effort. The college in 2024 outperformed similar schools and network schools in Year 9 NAPLAN WRITING and NUMERACY. 71% of our students are in the strong or exceeding proficiency for READING. 73% of our students are in the strong or exceeding proficiency for NUMERACY. 71% of our students are in the strong or exceeding proficiency for WRITING. In 2024 our DUX achieved an ATAR of 90.8, choosing a career in science. The 2024 cohort achieved a median of 29 and a 98% completion of students completed their Vocational Major certificate. Mount Eliza SC students outperformed similar and network schools by 7% in achieving 37+ in English. 21% of our students achieved 37+ in Maths, 10% more than similar and network schools, and Design 40% of our students scored over 37, 25% higher than similar and network schools.

Wellbeing

With our values of HAPPY SMART PREPARED, we work closely with families, teachers and students to develop a context of respectful relationships with student wellbeing at the centre of our work. The college has focused in these values, being explicit in using these terms via multiple exposures. The intention of this is to enable students to live these values and know what they mean while being a student at Mount Eliza Secondary College. The restructuring of Wellbeing referral processes in 2023 has resulted in students and families having greater clarity of WHO our Wellbeing staff are, how to access their services and building that student voice and agency we were hoping to achieve. 2024 saw the introduction of a lot more intervention programs, targeting student social and emotional capacity. Individual and group programs have been run by our college Youth Worker. This has been reflected in our Attitude to School Survey, ATOS data with 72% of our students reporting a sense of resilience, slightly higher than network schools. These interventions have improved how our students feel here at the college. The introduction of 'Ready to Start' in the mornings has provided a soft launch into the day for our most vulnerable students, increasing connection and attendance of these students. We had our second WELLBEING WEEK

where students and staff were able to participate in numerous activities during class time and breaks- to build knowledge and understanding of what services are available and promotion of self care. Our Attitude to School survey data tells us that our students continue to feel safer compared to similar and network schools, have a person at school they can talk to and trust processes around Bullying compared to the state and similar schools. Our students also report higher in positive attitudes toward inclusivity and diversity. ATOS data has shown students with greater connection to the college and with their peers, we believe this has been due to the integrated approach to wellbeing education as well as a more visible and clear wellbeing process and team.

Engagement

Our Engagement Leading Teacher has continued to develop programs to meet the needs of adolescence, supporting them to HAPPY SMART and PREAPRED young people while at school and beyond. Our CONNECT program delivers information to students about HOW our college functions as 2 sub schools, what it is to be healthy in body and mind, how to be community and globally minded whilst exploring future pathways. Our Engagement Leader throughout 2024 has been investigating an Assembly program that will further improve student connection, celebrate student success and expose students to external speakers. We look forward to implementing this in 2025. Our students report being stimulated in their classrooms, having a sense of confidence and connectedness at a higher rate than similar schools and network schools. The Middle Years Literacy and Numeracy Support (MYLNs) program continues to support identified year 10 students to engage in all of their classes. Students are identified by DET using NAPLAN and teacher judgement data. MYLNs staff work closely with students, targeting any deficiencies in literacy and numeracy across all of their subjects. DET Disability Inclusion Program has gone from strength to strength at MESC, with most DIP meetings attaining successful outcomes for identified students. Our DI team has been identified and celebrated by the Department of education, being an EXAMPLE school on the Disability Inclusion web page in 2024. This team continues to work with appropriate staff to identify students that require Individual Education Plans (IEP) and work with the student and their family to develop appropriate interventions and strategies. We know that 'It is not okay to be away' and that regular attendance at school is integral to a student's sense of connectedness and social, emotional and academic growth. Attendance across the college has improved in 2024, however lateness to school has been a new issue faced. 2025 will see the implementation of a STUDENT SERVICES with a greater presence of sub school staff to support students and their families to understand the importance of being at school from the very start of the day. Our Mental Health Practitioner continues to work on complex absences, a support and resource much needed and valued by our community. Our Hands on Learning (Hands on Learning – Learning by doing and student wellbeing) program continues to be 3 days a week, allowing students in years 7-9 to participate. We continue to build strong connections with Mount Eliza North Primary, Mount Eliza Primary and Kunyung Primary Schools. We have been present at assemblies, have initiated a buddy program with our year 10 students at MEPS supporting their SPORTS and continue to have our Grade 5 Aspirant Leaders program. Our Family and Friends Association have been excellent in 2024. They have managed to raise money that has supported the purchase and installation of shaded areas and continued landscaping around the college. They again hosted an extremely successful Mother's Day and Father's Day events throughout the year. Our Principal continues to be a part of the Central Peninsula Network Executive committee, supporting the staff to make sure our Network continues to be collegiate and supportive, and ensure all of our schools are operating with best practice.

Other highlights from the school year

In 2023, the college has received significant and much needed funding to support the refurbishment of college spaces. In 2024, the college has worked with Architects to begin a design process, making it very real what the new science labs and digital design spaces will look like. Works will start in term 4, 2025.

Financial performance

All funds received from the Department or raised by the school, have been expended or committed to subsequent years to support high achieving outcomes together with other operational needs of the school, consistent with Department policies, School Council approval and the intent/purpose for which funding was provided or raised. All funds received from the Department or raised by the school, have been expended or committed to subsequent years to support high achieving outcomes together with other operational Mount Eliza Secondary College needs of the school, consistent with Department policies, School Council approval and the intent/purpose for which funding was provided or raised. All funds received from the Department or raised by the school, have been expended or committed to subsequent years to support high achieving outcomes together with other operational needs of the school, consistent with Department policies, School Council approval and the intent/purpose for which funding was provided or raised.

**For more detailed information regarding our school please visit our website at
<https://mesc.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 818 students were enrolled at this school in 2024, 377 female and 437 male.

1 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

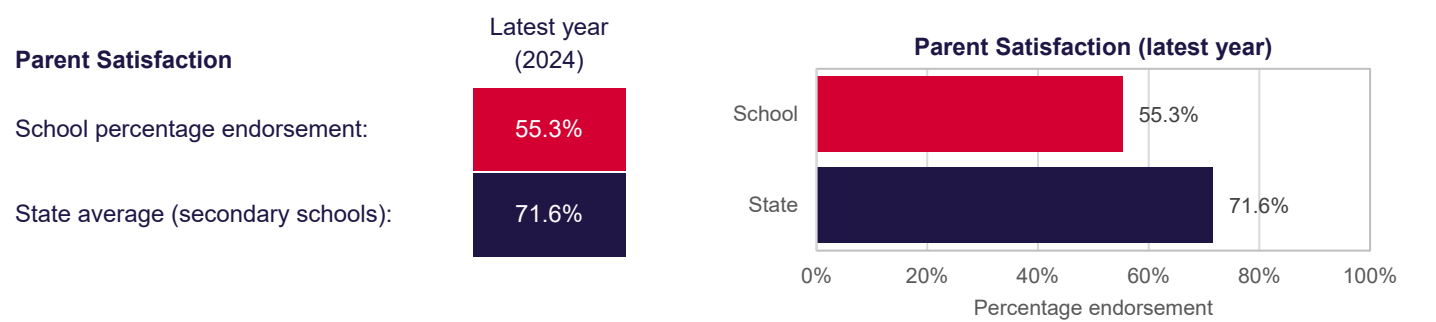
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low**

Parent Satisfaction Summary

The 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.

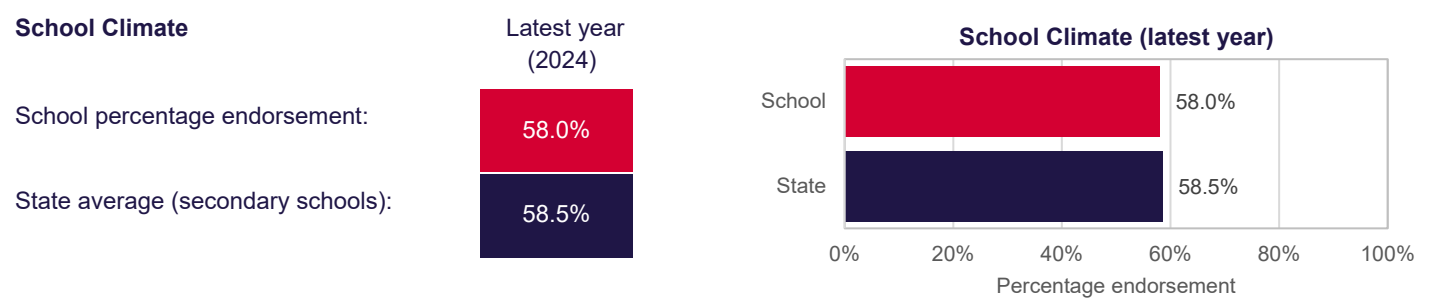


School Staff Survey

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.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English
Years 7 to 10

Latest year
(2024)

School percentage of students at or above age expected standards:

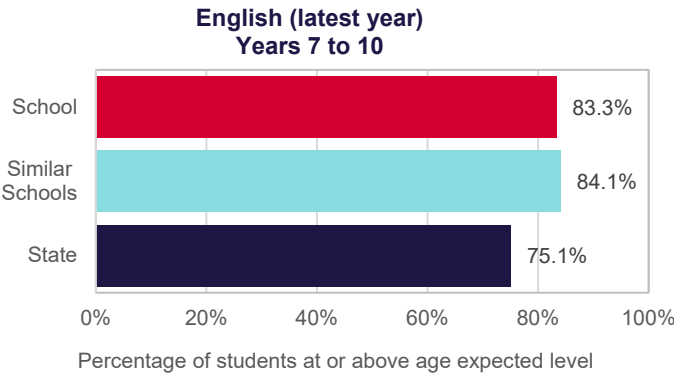
83.3%

Similar Schools average:

84.1%

State average:

75.1%



Mathematics
Years 7 to 10

Latest year
(2024)

School percentage of students at or above age expected standards:

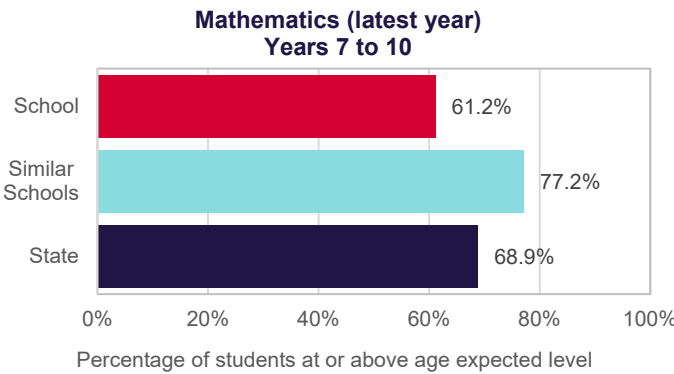
61.2%

Similar Schools average:

77.2%

State average:

68.9%



LEARNING (continued)

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

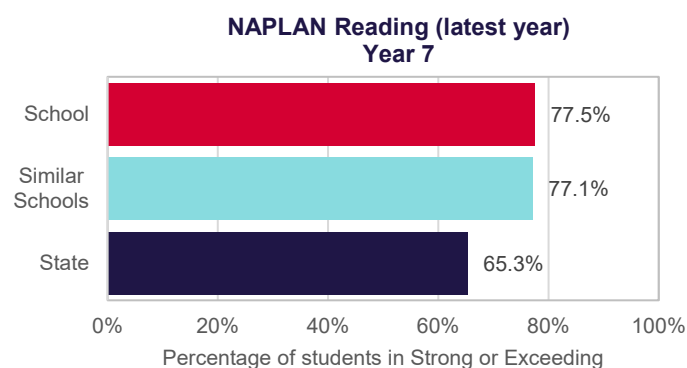
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

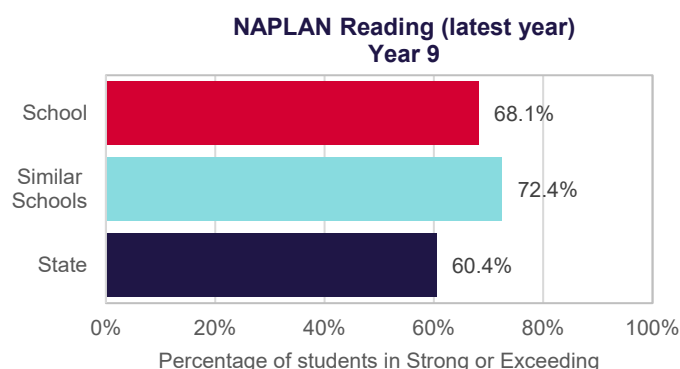
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.5%	80.7%
Similar Schools average:	77.1%	77.7%
State average:	65.3%	65.7%



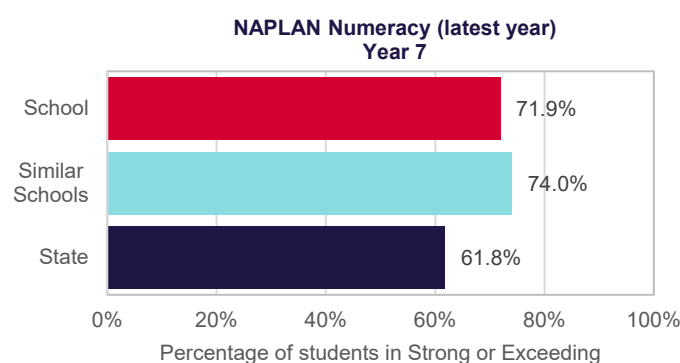
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.1%	69.5%
Similar Schools average:	72.4%	71.9%
State average:	60.4%	60.2%



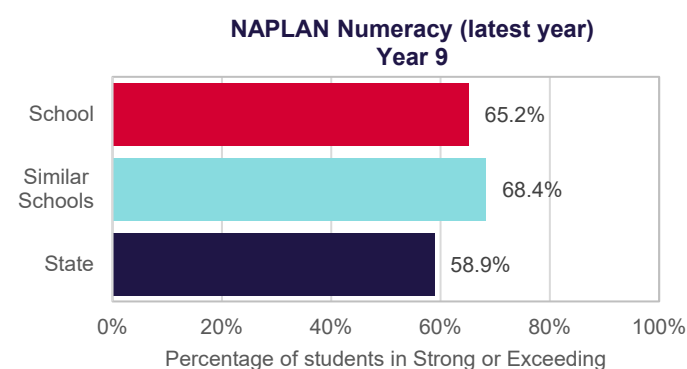
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.9%	71.8%
Similar Schools average:	74.0%	73.9%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.2%	69.6%
Similar Schools average:	68.4%	68.6%
State average:	58.9%	59.4%



LEARNING (continued)

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

NAPLAN (continued)

Reading Year 7

(2022)

School percentage of students
in the top three bands:

60.7%

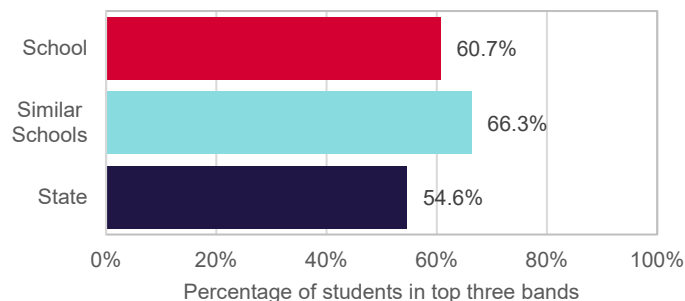
Similar Schools average:

66.3%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students
in the top three bands:

53.5%

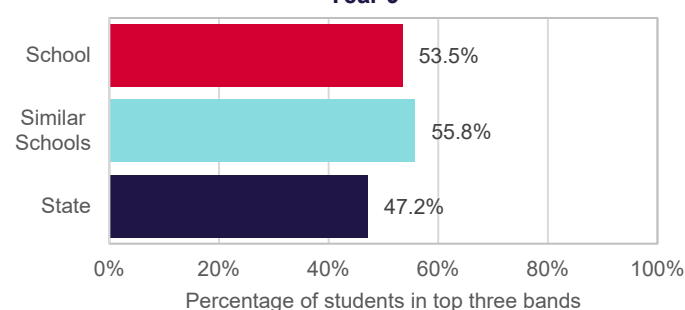
Similar Schools average:

55.8%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students
in the top three bands:

62.3%

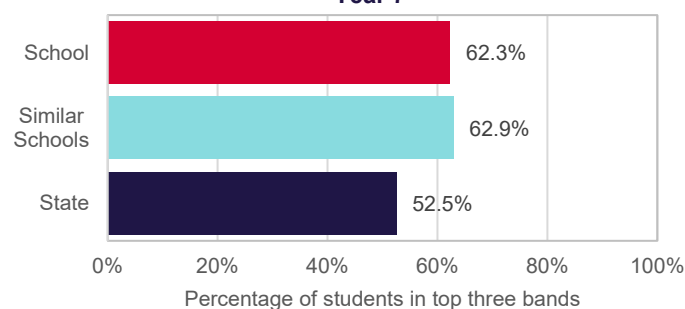
Similar Schools average:

62.9%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students
in the top three bands:

51.0%

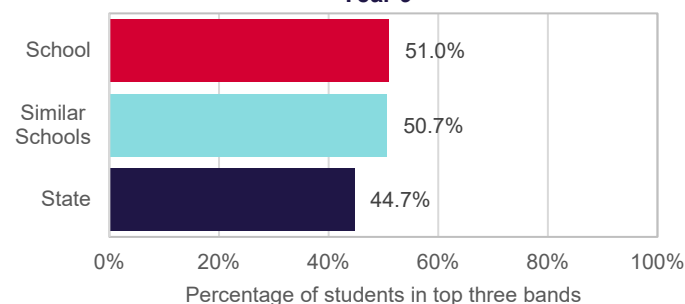
Similar Schools average:

50.7%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

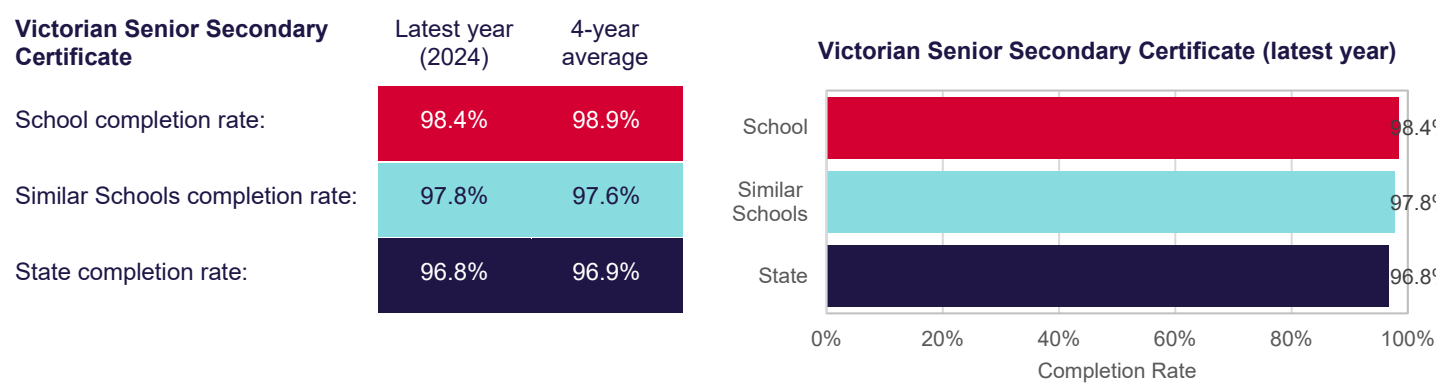


LEARNING (continued)

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

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.



Mean study score from all VCE subjects:	29.4
Number of students awarded the VCE Vocational Major	14
Number of students awarded the Victorian Pathways Certificate	NDA
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	24%
Percentage VET units of competence satisfactorily completed in 2024:	82%

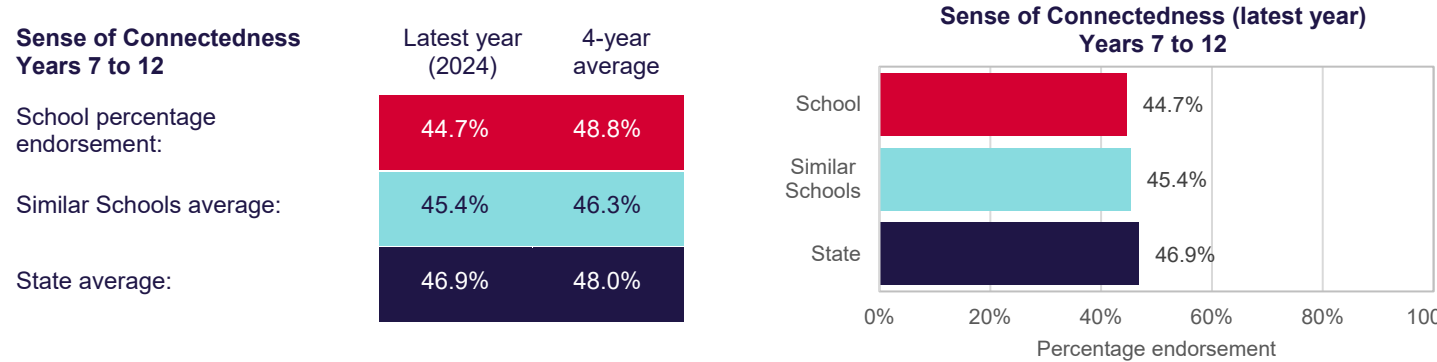


WELLBEING

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

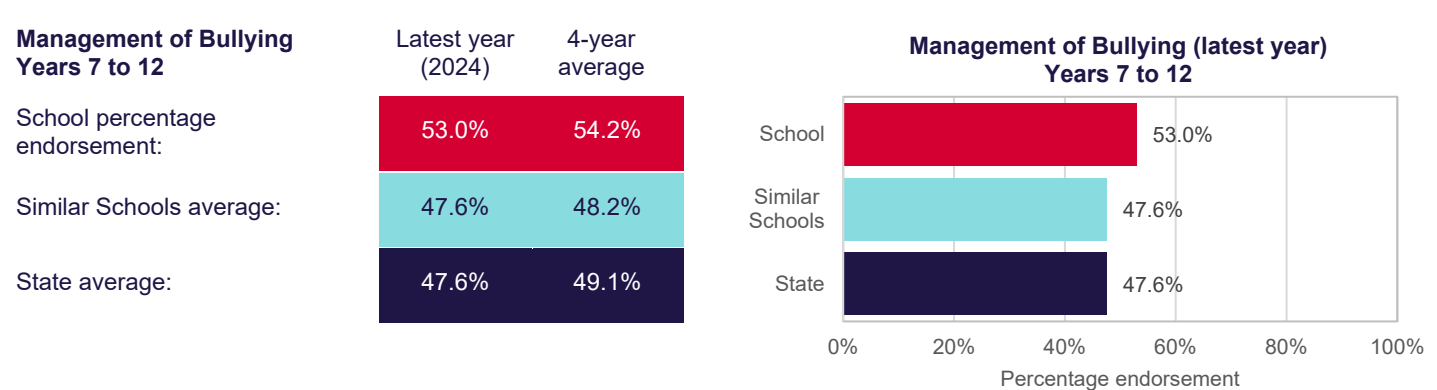
Student Attitudes to School – Sense of Connectedness

The 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).



Student Attitudes to School – Management of 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).

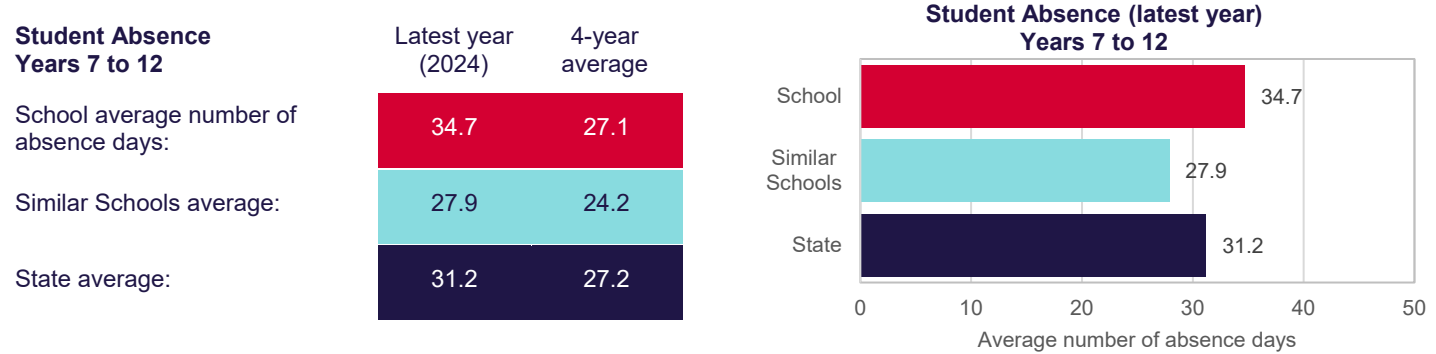


ENGAGEMENT

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

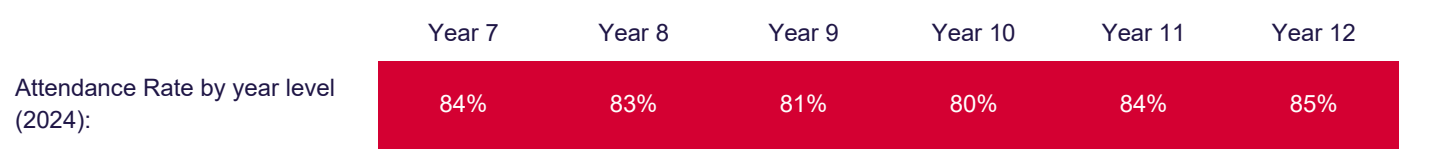
Average Number of Student Absence Days

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



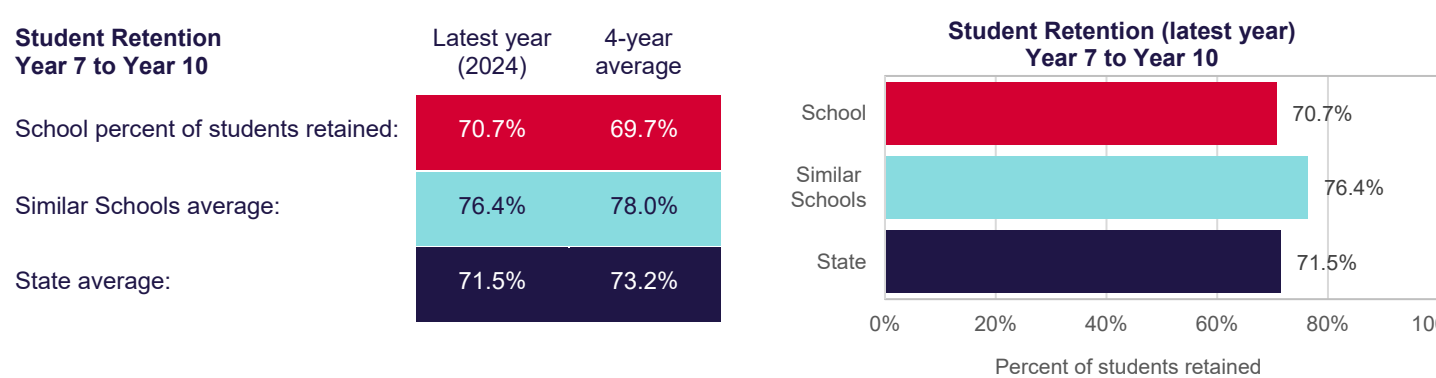
Attendance Rate (latest year)

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



Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.



ENGAGEMENT (continued)

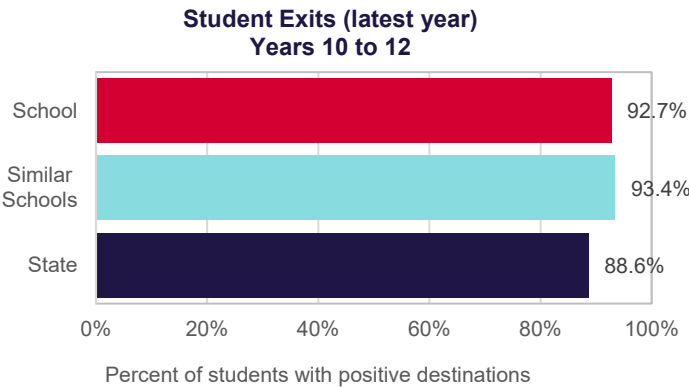
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	92.7%	93.2%
Similar Schools average:	93.4%	94.0%
State average:	88.6%	89.5%



FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$9,929,849
Government Provided DET Grants	\$537,032
Government Grants Commonwealth	\$11,443
Government Grants State	\$0
Revenue Other	\$269,952
Locally Raised Funds	\$1,189,644
Capital Grants	\$0
Total Operating Revenue	\$11,937,919

Equity ¹	Actual
Equity (Social Disadvantage)	\$49,424
Equity (Catch Up)	\$16,150
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$65,575

Expenditure	Actual
Student Resource Package ²	\$10,492,853
Adjustments	(\$36,778)
Books & Publications	\$13,277
Camps/Excursions/Activities	\$486,877
Communication Costs	\$13,468
Consumables	\$256,756
Miscellaneous Expense ³	\$201,290
Professional Development	\$72,888
Equipment/Maintenance/Hire	\$102,834
Property Services	\$177,018
Salaries & Allowances ⁴	\$337,975
Support Services	\$486,694
Trading & Fundraising	\$109,194
Motor Vehicle Expenses	\$14,937
Travel & Subsistence	\$0
Utilities	\$75,226
Total Operating Expenditure	\$12,804,508
Net Operating Surplus/-Deficit	(\$866,589)
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 22 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$1,293,380
Official Account	\$9,836
Other Accounts	\$0
Total Funds Available	\$1,303,216

Financial Commitments	Actual
Operating Reserve	\$407,572
Other Recurrent Expenditure	(\$4,163)
Provision Accounts	\$0
Funds Received in Advance	\$274,408
School Based Programs	\$88,160
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$678,197
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	\$1,444,174

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.