

2019 Annual Report to The School Community



School Name: Somers Primary School (4458)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 26 March 2020 at 04:00 PM by Hugh Greer (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 26 May 2020 at 10:45 AM by Pippa Howes (School Council President)

About Our School

School context

Established in 1930, Somers Primary School is small community primary school located in Somers, Victoria, just 250 metres from the shores of Westernport Bay. The school has grown in the past few years, and the school's current enrolment is close to 300 students, many of whom come from outside our local area. Somers still retains the unique characteristics of a small school. The school's Student Family Occupation and Education Index indicates a higher socio-economic family population compared with the Victorian median. In 2019 the school staff consisted of a Principal and Assistant Principal, 16.5 FTE teachers and around 9 FTE support staff. Somers Primary School prides itself on being a positive and inclusive learning environment. Around 6% of students enrolled live in families connected to the closely-located Cerberus Naval Base, 4% of students identify as indigenous, and around 11 students receive additional support under the Program for Students with Disabilities. In 2019, there were 12 class groups.

At Somers Primary School, we believe learning enhances children's lives and prepares them for success. We apply evidence-based approaches to support children's development. This is how we ensure children are happy, engaged and making great progress at school. We provide a diverse and engaging curriculum focused on meeting the personalised needs of each student. We offer a range of classroom, specialist and extra curricula programs in the school. Somers Primary School is supported by an amazing parent and family community who contribute to a range of projects and programs around the school. The school works collaboratively with local community groups and organisations to nurture the unique character of the Somers community. Our school community values Collaboration, Learning, Engagement and Respect.

Framework for Improving Student Outcomes (FISO)

During 2019, Somers Primary School focused on four key improvement strategies. We continued our focus on developing, documenting, implementing and monitoring an evidence-based whole-school approach to teaching and learning, related to the FISO dimension of Evidence-Based High Impact Teaching Strategies. Closely related to this was our key improvement strategy of developing the school's structural capacity to evaluate its effectiveness and drive school improvement, related to the FISO dimension of Building Leadership Teams. In 2019 all PLT leaders were trained as part of the DET PLC initiative, and we utilised our Learning Specialist and Assistant Principal to coach all PLT leaders to lead improvements in teaching and learning in their teams.

In addition, the school sought to develop a whole-school approach to supporting students' health and wellbeing, related to the FISO dimension of Setting Expectations and Promoting Inclusion. The school worked with Regional SWPBS coach to create whole-school approaches to supporting positive behaviour.

Our fourth KIS was to improve student attendance, related to the FISO dimension of Empowering Student and Building School Pride. A strategic team was set up to develop student engagement, including developing a stage-response model to improve student attendance and strategies for broadening student voice and leadership across the school.

Achievement

In 2019 the school continued its focused on ensuring that students are making greater than expected learning growth in literacy, numeracy and science.

Of particular focus in 2019 was ensuring that student achieving low growth in numeracy was reduced. To do this, professional learning focused heavily on supporting teachers to practise evidence-based maths pedagogy aligned to the Victorian Curriculum, using assessment to inform instruction, and professional learning around the characteristics of high-quality mathematics tasks. Of particular focus was to ensure that students were enjoying their maths learning and found their maths learning stimulating. Staff also engaged in peer observations for the first time 2019.

Though the school did not achieve its targets in numeracy, we reduced the percentage of students achieving low growth by 6%, with 70% of students achieving high or medium growth on NAPLAN assessments between year three and five.

The school continued to achieve excellent results in reading growth between years 3 and 5, which may be attributed to

our highly-successful Book Circles program.

In 2020, our school will continue to focus on improving numeracy outcomes through the provision of greater guidance for staff in maths pedagogy, and further utilisation of observation and feedback to improve teacher practice. Ensuring curriculum alignment with the Victorian Curriculum Mathematics Proficiencies will also be a focus, as will raising expectations for students. To do this, our Learning Specialist will be released to further support teacher development. Across the school, most students funded under the Program for Students with Disabilities met all goals on their individual learning plans.

Engagement

In 2019 a number of new initiatives were introduced to enhance students' engagement, and these have had a positive effect on attendance measures, including a reduced number of days absent across the school. The school developed a strategic team to enhance student engagement that met fortnightly during the year, and focused on developing the Junior School Council to include all classes (rather than just years 3-6), a student-driven electives program called Inspire, as well as a staged-response to responding to attendance. This work has been in addition to the work done in 2018 to improve the accuracy of recording of student attendance. As a result, comparison of attendance outcomes is above that of similar schools.

In 2020, student engagement will be further enhanced through the application of the Pivot student surveys where students will give teachers more regular feedback on their perceptions of learning at school.

Wellbeing

In 2019, the school sought to improve wellbeing outcomes through the implementation of School Wide Positive Behaviour Support approach across the school, as well as broader opportunities to support students' mental health through the introduction of 'Ready2Learn' processes across the school. In addition, the school sought to build upon its 2018 work in setting up a more coordinated approach to wellbeing support through the further implementation of an RTI model for wellbeing support. Students' sense of connectedness remained at similar levels to previous years, and this remains an area for improvement. Students' perception of how bullying is managed at school showed similar outcomes to similar schools, with 79% of students reporting positively on how the school manages bullying. Pleasingly, the school has continued its strong improvement in students reporting an experiencing of bullying at school (46% improvement since 2017), demonstrating our efforts to prevent bullying have been successful. Continued implementation and fidelity with the SWPBS approach, along with greater provision of Tier 2 wellbeing supports will be a focus in 2020.

Financial performance and position

Somers Primary School has continued to solidify its financial position in 2019. The school utilised the 2019 AIP to strategically allocate funds, and through careful management and strategic spending, we have achieved an end of year surplus of \$261,558. A significant portion of this surplus included funds bought forward from the previous year. A significant amount of this funding will be used to enhance the school's buildings and grounds over the coming years. Equity funding was used strategically in 2019 to deliver the Multisensory Structured Language approach to support students not achieving expected levels in reading across the school. Our annual school Arts Fair raised around \$30,000 which will be used by the school to build an additional playground in 2020.

For more detailed information regarding our school please visit our website at




<https://somersps.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.








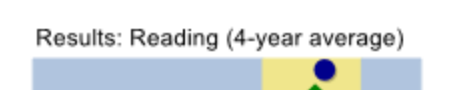





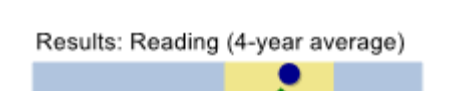




Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 297 students were enrolled at this school in 2019, 128 female and 169 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 4 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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Below </p> <p>Below </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>Below </p> <p>Below </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>Above </p> <p>Below </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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>45%</td> <td>41%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>63%</td> <td>7%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>60%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>70%</td> <td>3%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>13%</td> <td>63%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	45%	41%	Numeracy	30%	63%	7%	Writing	23%	60%	17%	Spelling	27%	70%	3%	Grammar and Punctuation	13%	63%	23%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>92 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>89 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	93 %	93 %	92 %	89 %	94 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	93 %	93 %	92 %	89 %	94 %										

Performance Summary

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Wellbeing	Student Outcomes	Similar 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>Below ●</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>Similar ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,379,374	High Yield Investment Account	\$306,859
Government Provided DET Grants	\$361,668	Official Account	\$20,297
Government Grants Commonwealth	\$25,739	Other Accounts	\$0
Revenue Other	\$5,369	Total Funds Available	\$327,156
Locally Raised Funds	\$367,484		
Total Operating Revenue	\$3,139,635		
Equity¹			
Equity (Social Disadvantage)	\$21,130		
Equity Total	\$21,130		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,288,721	Operating Reserve	\$87,786
Communication Costs	\$4,533	Funds Received in Advance	\$10,000
Consumables	\$87,302	School Based Programs	\$50,000
Miscellaneous Expense ³	\$111,670	Funds for Committees/Shared Arrangements	\$39,000
Professional Development	\$10,976	Maintenance - Buildings/Grounds < 12 months	\$40,369
Property and Equipment Services	\$110,448	Maintenance - Buildings/Grounds > 12 months	\$100,000
Salaries & Allowances ⁴	\$156,193	Total Financial Commitments	\$327,156
Trading & Fundraising	\$83,314		
Utilities	\$24,919		
Total Operating Expenditure	\$2,878,076		
Net Operating Surplus/-Deficit	\$261,558		
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 26 February 2020 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.

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)

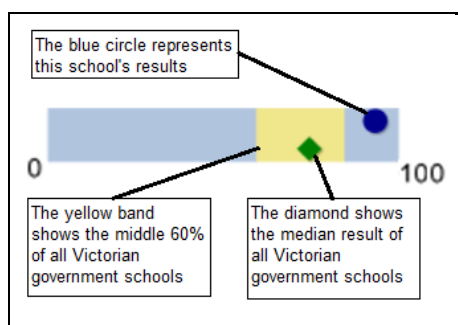
Engagement

- 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).

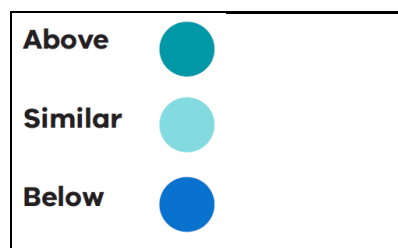


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' 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').