

# 2021 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](http://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 2021 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 06 April 2022 at 10:19 AM by Hugh Greer (Principal)

- This 2021 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 07 April 2022 at 08:00 AM by Nikki Holmes (School Council President)

## How to read the Annual Report

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### 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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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### 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 Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Engagement

Student attendance at school

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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.

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### What does 'NDP' or 'NDA' mean?

'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.

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### What is 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').

## About Our School

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### School context

Located just 250 metres from the beautiful shores of Westernport Bay in the close-knit community of Somers, Somers Primary School is an inclusive learning environment supported by an amazing community.

At Somers Primary School, we believe learning enhances children's lives and prepares them for success. Across our school, we apply evidence-based approaches to support children's personal, social and academic 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, including Sport and Physical Education, Visual Arts, Performing Arts, Indonesian Language Program, Science and Digital Technologies. Our Horizons and Inspire programs allow students the opportunity to explore and develop their passions and interests, and all students have the opportunity to participate in student leadership positions to develop their unique confidence and sense of self-worth.

Somers Primary School is supported by an amazing parent and family community who contribute to a range of projects and programs around the school, including our Annual Somers Arts Fair and Somers School Garden. The school works collaboratively with local community groups and organisations to nurture the unique character of the Somers community.

Over the past five years the school has undergone a number of improvements to ensure that children are happy, deeply engaged and making significant learning progress. Our school grounds have undergone significant work, including the redevelopment of our school oval, development of a play pod, renovation of our multipurpose room, a new rebound wall, and recently a new natural playground designed to promote creativity and social interaction. The school has also introduced school-wide approaches to promoting positive behaviour based on our school values of Collaboration, Learning, Engagement and Respect.

Across the school, teachers use assessment to ensure that teaching is targeted to individual students' needs. Teachers follow our evidence-based Explicit Teaching Model to ensure that students are learning essential skills and knowledge to prepare them for future success. Our school uses evidence to evaluate the impact of our actions, and continually refine and improve our work.

The school's Student Family Occupation and Education Index indicates a higher socio-economic family population compared with the Victorian median. In 2021 the school staff consisted of a Principal and Assistant Principal, 12.8 FTE teachers, 0.75 FTE Learning Tutors and 8.58 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, 3% of students identify as indigenous, and around 5% of students have a disability. In 2021, there were 10 class groups.

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### Framework for Improving Student Outcomes (FISO)

During 2021, Somers Primary School responded to the impact of the remote learning with a focusing on the priorities of learning, catch-up and extension, ensuring that students were happy, active and healthy, and ensuring that students and families were connected and engaged to learning at school.

To enable learning, catch-up and extension, our school sought to improve teaching teams' capacity to teach students at their point of need. Staff engaged in work in better understanding key diagnostic assessment tools, and how to use this data to pinpoint learning goals for students. In addition, the school established the Tutor Learning Initiative, implementing research-based interventions in phonemic awareness and number.

To support students to be healthy, active and healthy, we continued to refine our whole-school approach to supporting student engagement through enhanced voice, agency and leadership. Our Student Voice and Agency (SVA) team planned and delivered student-led learning programs, a new team of student leaders was created to facilitate student voice in each classroom, and staff engaged in further learning about the use of circle time to generate student voice.

Due to COVID restrictions, there was limited opportunity to visit other schools to observe innovative student voice and agency approaches, however our SVA team utilised the Amplify professional learning materials to observe other schools' practices.

Our school also sought to help families better understand their child's learning and how they can support this at home.

The school continued to utilise communication tools that were adopted in previous remote learning periods, with a stronger focus on communicating weekly learning intentions. In addition, the English team promoted the importance of systematic home reading across the school.

The school also continued to focus on developing and implementing an agreed model of differentiation through ensuring that our instructional model explicitly outlines our approach to differentiation. Our Learning Specialist and Assistant Principal focused on supporting our Prep and 1/2 teams with a clear model for differentiation in the teaching of reading.

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## Achievement

In 2021 our school continued to focus on improving student achievement in literacy and numeracy, as well as supporting students' engagement and wellbeing, whilst overcoming the challenges caused by the COVID pandemic. The school's instructional model was refined further during remote learning, and teachers worked collaboratively to plan daily explicit teaching in literacy and numeracy. Differentiation in remote learning improved through the use of student-directed learning activities where teachers offered students choice of task difficulty, as well as small group explicit teaching sessions via WebEx. This work during remote learning also impacted the school's ongoing work around differentiation, and reaffirmed the school's commitment to the importance of using assessment data to teach students in small groups at their point of need. This led to the trialling and implementation of a differentiated model for teaching and reading Prep - Year Two, which has formed the model of differentiation the school is working towards implementing across the school and curriculum.

Overall NAPLAN outcomes declined slightly during 2021 compared with previous years. The percentage of students performing in the top 2 bands decreased in both Reading and Numeracy in Year 5, however the percentage of students meeting or above benchmark growth in numeracy increased significantly. The school also saw significant improvements in year 3 Reading and Numeracy data, with a greater percentage of students performing at or above age expected levels than previous years.

Students receiving additional support through the Program for Students with Disabilities continued to benefit from ongoing monitoring of goals and progress through termly student support group meetings, and the school was able to offer a wider range of supports through additional Tier 2 funding in the recently introduced Disability Inclusion model. As was the case in 2020, some students were clearly negatively impacted by remote learning in 2021, and a key challenge in 2022 is supporting students through effective, differentiated classroom practice and the Tutor Learning Initiative.

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## Engagement

In 2021 Somers Primary School continued to work towards the goal of reducing student absences to fewer than 14 days. To do this, the school continued to implement fortnightly monitoring of student attendance and implementation of the attendance staged response model, however this again was difficult to implement during remote learning, and subsequently when school returned as some students already had high numbers of absence. The average number of days absent reduced from 17.9 days in 2020 to 16.3 days in 2021, however there is still work to do to ensure that attendance improves. Strict implementation of the school's attendance staged response model continues to be a top priority in 2022.

In 2020 a Student Voice and Agency strategic team was developed to increase student engagement in learning at school. This team planned and implemented the Horizons and Inspire student-led learning programs, developed consistent approaches to Circle Time to ensure that student voice was being generated in classrooms, and engaged in professional learning into student voice and agency. This continues to be a focus in 2022.

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## Wellbeing

The school continued to work towards improving student wellbeing in 2021, whilst supporting the health and safety of students, staff and the community in the context of the COVID pandemic. A key strategy in improving wellbeing was to

embed the school's School Wide Positive Behaviour Support model. The school further improved its capacity to use SWPBS data to determine areas of focus for improvement, and systems and structures have been refined to ensure that this data is available for the student wellbeing team to make evidence-informed decisions. 2021 Student Attitude to School survey data saw a decline in some areas, particularly in relation to our year 4 and year 6 groups. Students' sense of connectedness and perceptions of the management of bullying declined slightly overall in 2021. Understanding this feedback, focusing strongly on teacher-student relationships and voice and agency remain priorities for 2022.

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### Finance performance and position

In 2021, the school had planned to carry a surplus into 2022 to alleviate budget pressures with a drop in enrolments caused by a large year 6 cohort exiting to secondary school. A surplus was achieved, however some of this credit funding was held by the Department of Education as credit towards the 2022 Tutor Learning Program. The school received a School Pride grant to pay for works to landscape the front of the school, and works to build a new deck and access ramp to the administration building were funded by the VSBA. Our annual Somers Arts Fair raised money to contribute to the outdoor classroom that was built in early 2022, and a shade-sail grant of over \$20000 was secured to further enhance this area. The school continues to hold funds in the high-yield account to continue to develop the school grounds, as well as maintain financial stability with a decline in enrolments in 2022.

**For more detailed information regarding our school please visit our website at <https://somersp.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.

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 262 students were enrolled at this school in 2021, 102 female and 160 male.

0 percent of students had English as an additional language and 3 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).

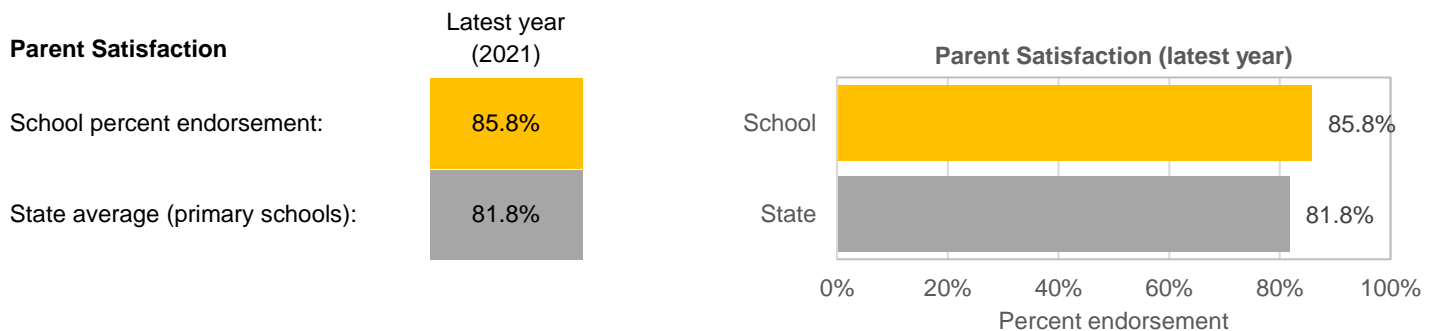
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

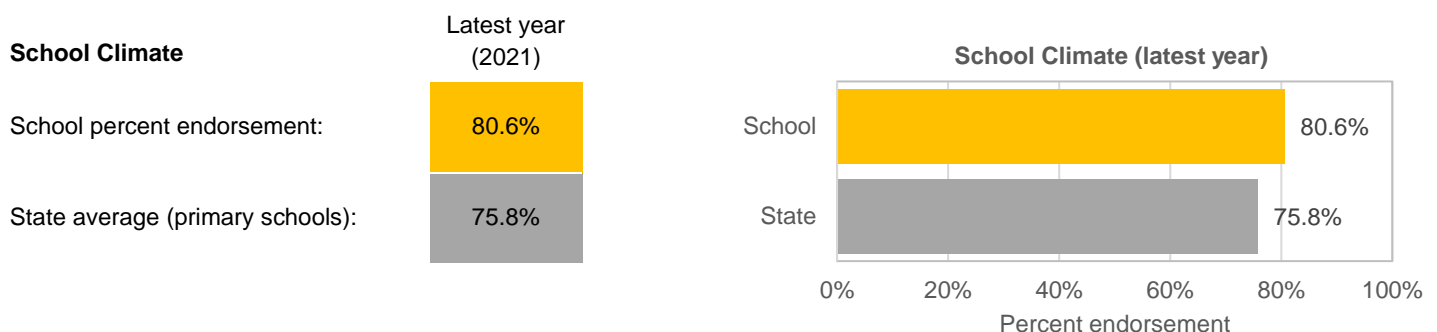


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent 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.



## ACHIEVEMENT

**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

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

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

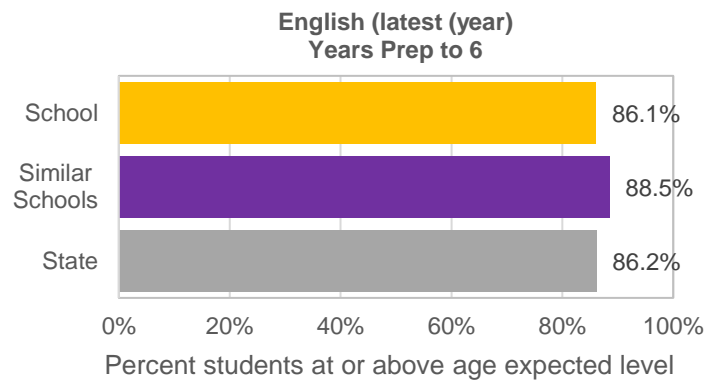
86.1%

Similar Schools average:

88.5%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

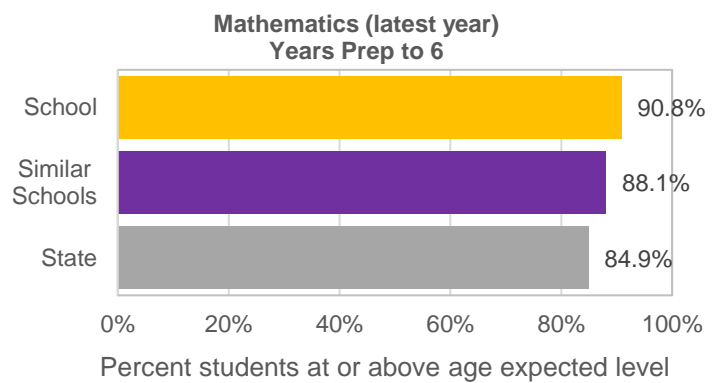
90.8%

Similar Schools average:

88.1%

State average:

84.9%





**ACHIEVEMENT (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.

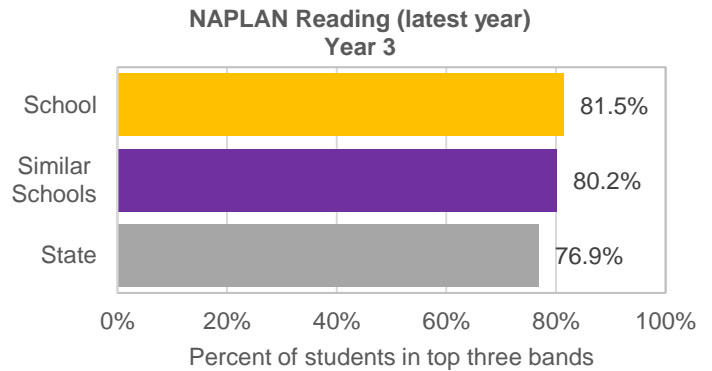
**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

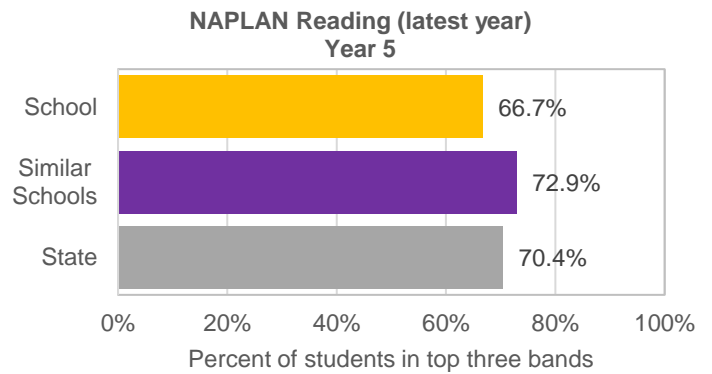
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.5%	76.7%
Similar Schools average:	80.2%	80.3%
State average:	76.9%	76.5%



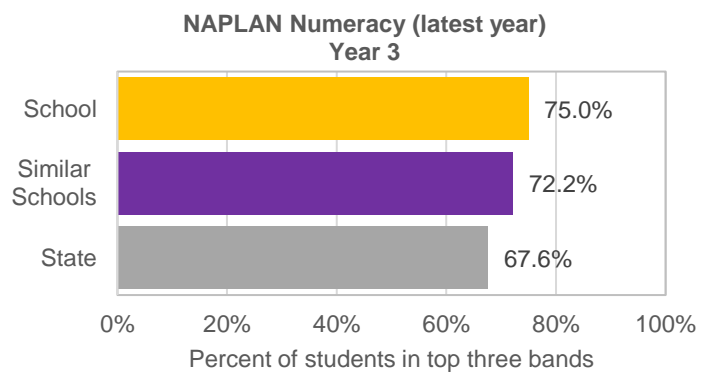
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	70.6%
Similar Schools average:	72.9%	71.1%
State average:	70.4%	67.7%



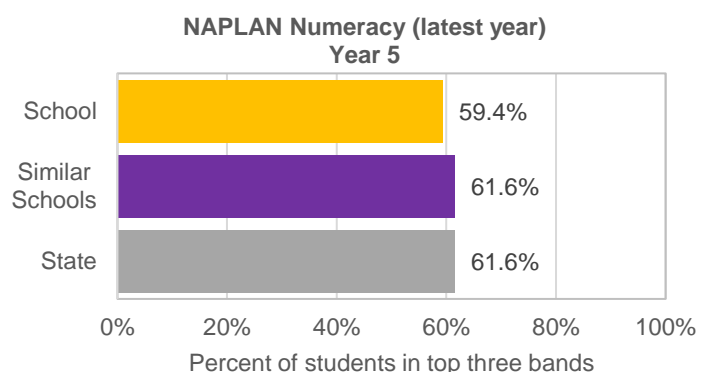
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	69.2%
Similar Schools average:	72.2%	73.2%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.4%	56.0%
Similar Schools average:	61.6%	60.7%
State average:	61.6%	60.0%



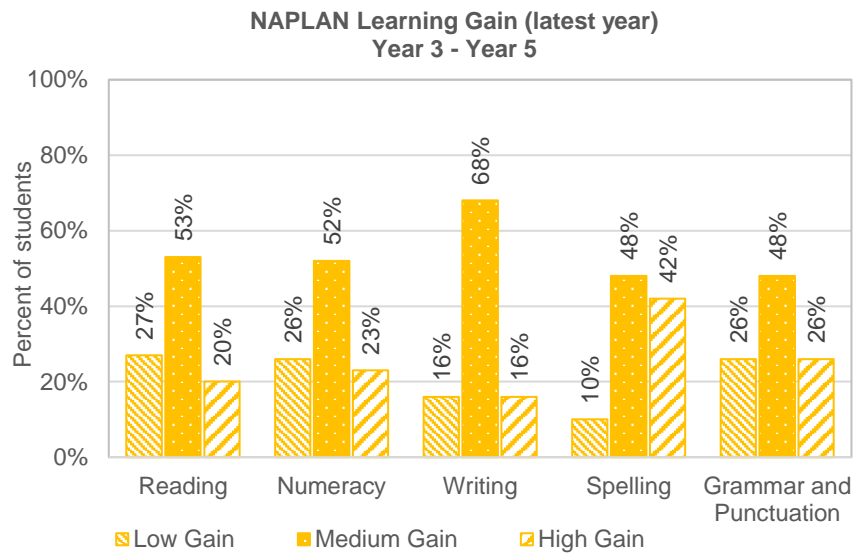
## ACHIEVEMENT (continued)

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

#### Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	27%	53%	20%	23%
Numeracy:	26%	52%	23%	18%
Writing:	16%	68%	16%	20%
Spelling:	10%	48%	42%	23%
Grammar and Punctuation:	26%	48%	26%	22%



## ENGAGEMENT

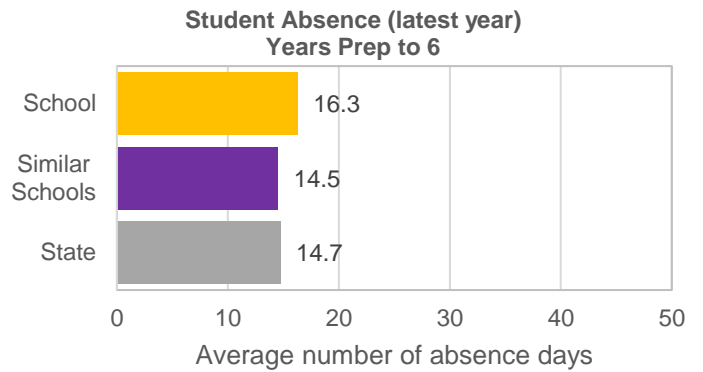
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	16.3	16.0
Similar Schools average:	14.5	14.6
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	90%	93%	91%	92%	91%	93%

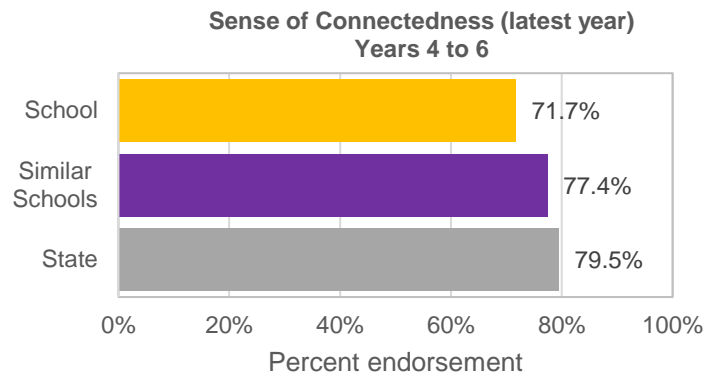
**WELLBEING**

**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 percent 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).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	71.7%	77.4%
Similar Schools average:	77.4%	78.2%
State average:	79.5%	80.4%

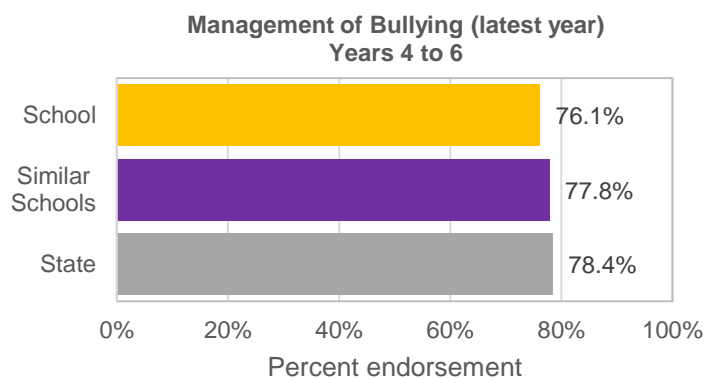


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

The percent 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).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	76.1%	79.3%
Similar Schools average:	77.8%	79.0%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$2,304,491
Government Provided DET Grants	\$210,809
Government Grants Commonwealth	\$6,665
Government Grants State	\$0
Revenue Other	\$4,873
Locally Raised Funds	\$297,343
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,824,180</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$23,958
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$23,958</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,299,494
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$54,888
Communication Costs	\$6,738
Consumables	\$68,903
Miscellaneous Expense <sup>3</sup>	\$9,575
Professional Development	\$8,422
Equipment/Maintenance/Hire	\$49,241
Property Services	\$136,162
Salaries & Allowances <sup>4</sup>	\$110,396
Support Services	\$11,598
Trading & Fundraising	\$24,933
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,775
<b>Total Operating Expenditure</b>	<b>\$2,802,125</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$22,055</b>
<b>Asset Acquisitions</b>	<b>\$10,682</b>

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$353,653
Official Account	\$8,265
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$361,919</b>

Financial Commitments	Actual
Operating Reserve	\$63,529
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$20,390
School Based Programs	\$100,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$13,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$80,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$85,000
<b>Total Financial Commitments</b>	<b>\$361,919</b>

*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.*