

2020 Annual Report to The School Community



School Name: Somerville Rise Primary School (5372)



- 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 2020 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 28 April 2021 at 11:29 AM by Nicole Fammartino (Principal)

The 2020 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 30 April 2021 at 03:59 PM by Diane Robertson (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

How to read the Annual Report (continued)

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.

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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 a disability 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

School context

Somerville Rise Primary School is on the Mornington Peninsula and is located 10km southeast of Frankston. The school was opened in 1995 on the corner of Blacks Camp and Graf Rd Somerville. Well maintained, attractive and extensive indoor and outdoor areas, provide children with open space to play including adventure playgrounds, an oval, leafy courtyards, grassed areas and 4 basketball/netball courts. The school shares a boundary with Somerville Secondary College and a well-developed wetlands reserve. Also adjacent to our school is Blacks Camp Preschool which has a close association with our school.

In 2020 there were 193 students enrolled with workforce composition made up of one and a half full time Principal Class (one principal and 0.5 acting assistant principal), 11 teachers including one general Learning Specialist and two Mathematics Specialist Teachers, 1 Business Manager, 2 Office Staff and 4 Education Support Staff.

SCHOOL VISION, PHILOSOPHY AND VALUES

Our school's vision is to foster excellence in learning and positive relationships which build the foundations for life success. We aim to prepare students to contend with a very dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features. Somerville Rise Primary School is proud of its achievements in creating a warm, harmonious and caring learning environment where students feel secure, happy and are highly motivated to learn. We aim to make the school a place where every child becomes strong and confident, having high self-esteem and high standards of academic achievement and social behaviour.

At Somerville Rise Primary School we promote 'Learning Together.'

The programs of and the teaching in this school will support and promote the principles and practices of Australian Democracy including a commitment to:

- An elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning.

The school community has developed a set of core values which underpin our relational learning philosophy.

These values are:

- * Respect
- * Integrity
- * Service
- * Empathy

At Somerville Rise Primary School we provide a comprehensive curriculum for all students from years P-6 following the Department of Education and Training (DET) curriculum guidelines-Victorian Curriculum which is based on the Australian Curriculum. We promote Positive Behaviours for Learning (PBL) by introducing, modelling, teaching and continually reinforcing the positive and social behaviours that are important in order to be a successful learner. Somerville Rise Primary School continues to be a leading school in the Respectful Relationships initiative and curriculum and in 2020 we participated in a Community of Practice to support other schools in our network to implement Respectful Relationships into their schools. More information on this initiative can be found at <https://www.education.vic.gov.au/about/programs/Pages/respectfulrelationships.aspx>

The school community provides strong support for the school through active involvement in School Council, parent groups and sub-committees, assistance in classrooms and with fundraising.

Our school recognises the importance of student wellbeing and provides pastoral care through connections with a variety of community agencies. Better Place Australia has an office on our campus and acts as a pastoral care service to our students and a triage service to local families needing support.

Our school offers a well-regarded student leadership program, a number of extra-curricular programs such as camps and water safety programs. Our school has strong links with the local community. An Outside School Hours Care program is operated by Camp Australia on the school site. For more information please visit our school website.

Framework for Improving Student Outcomes (FISO)

The FISO is an evidence-based framework designed to focus schools' improvement efforts on priorities proven to have the greatest impact on student outcomes.

Somerville Rise Primary School delivered on our Key Improvement Strategy (KIS) Building Practice Excellence, however some of the associated Annual Implementation Plan (AIP) actions and professional development plans were modified to suit remote learning.

During remote learning, staff were able to continue with the teaching and learning model in Mathematics, where students were able to access number fluency tasks, lesson launches, discovery time and reflections. Learning programs were designed to allow students to access the mathematics curriculum at their level, supported with enabling and extending prompts. Explicit teaching moments took place during synchronous teaching in Webex sessions, as well as allowing for time to share student work and celebrate successes.

Teachers in sub schools had regular communication when planning lessons and topics. Number fluency games were replicated so siblings could play games together at home to help reinforce concepts. Topics were also in line with each other, such as time, volume and measurement, to make it easier for families to support student learning.

Teachers accessed Professional Learning opportunities, e.g. Mathematics Teaching and Learning Centre's Webinar titled: Differentiation through open-ended tasks. Peer observations became a new focus for teacher development, with professional development around the Peer Observations Practical Guide, feedback and reflection. Teachers set goals and committed to the process in 2021.

In line with our KIS Setting Expectations and promoting inclusion we continued to implement the School Wide Positive Behaviour Support (SWPBS) recommendations and interventions. Staff completed the School Wide Systems survey at the end of December 2019 and the data was used to highlight achievements and identify future action plan goals.

At the beginning of 2020 a Learning Matrix was created for each sub school and for other areas of the school and classroom procedures. A SWPBS information document for staff and parents was compiled to clearly outline how SWPBS would be implemented at our school. All Stakeholders including students, staff and parents were consulted and provided input into the development of these documents.

During the remote learning period a Home School Learning Matrix was established to provide students and their families with clear learning expectations for home learning and daily Webex sessions. Each family received a copy and this was referred to during online teaching sessions.

Achievement

Numeracy

Somerville Rise Primary School in 2020 were in the second and final year of the Department of Education and Training

(DET) initiative Primary Maths and Science Specialist Initiative (PMSS). The two PMSS Learning Specialists were supported with online professional learning during the twelve months. Over the two-year period the changes that were implemented through the initiative were:

- Working collaboratively with staff to develop agreed research based best practice numeracy lessons consistently delivered throughout the school
- Developed whole school Numeracy Scope & Sequence
- Auditing and redistributing Numeracy resources- Maths resource room was created along with a bank of best practice maths activities to enhance the numeracy programs across the school.
- Delivering Professional Learning on pedagogical change (differentiated practice) e.g enabling and extending prompts, consistently took place over two years
- Building teacher data literacy
- Implementation of a consistent whole school four-part lesson plan, Instructional Model and Whole School Assessment Schedule
- Working with individual teachers building on their strengths through a modelling and evidence based coaching process to build their capacity to deliver a challenging and dynamic numeracy learning environment
- Communicating with the school community to engage our families in the pedagogical change (changes to the delivery of numeracy) and to build the partnership between home and school numeracy learning

In 2020 the collection of achievement data was compromised due to no NAPLAN and a focus on wellbeing as opposed to testing when students returned from remote learning. In Term 1 we had a focus on capturing learning growth in numeracy to assess the impact of the PMSS initiative.

This measurement data showed whole school growth in Numeracy. In the first semester of 2020 27% of students had 12 months or more learning growth in numeracy, 10% of whom had more than 18 months or more growth.

A key aspect of the PMSS Learning Specialist work was to design professional learning for the staff at SRPS which then led to the creation of the Southern Peninsula and Bayside Mathematics Conference. Presenters at the conference were: Dr James Russo, Michael Ymer, Nadia Walker, Charles Lovitt, Dr Di Siemon and Dr Aylie Davidson. The presentations were varied and ranged from Number Fluency, Mathematics Planning, Rich Assessment Tasks and Engaging Reluctant Learners. The conference was attended by over 270 participants from 70 schools in the BPA and was a great success.

Literacy

During the remote learning period of 2020, students met with their classroom teacher weekly attending conferencing sessions for writing and reading. The goals and achievements of these sessions were saved on the Google Classroom platform and accessed by both students and parents, strengthening the partnership between home and school. Students digital literacy skills improved during this period including using a keyboard and digital texts such as Epic Books. Reading engagement levels increased through the Epic Books platform as it was an accessible tool for families to access a broad range of levelled texts. A professional development session with a focus on the Writer's Workshop was facilitated by the Literacy Leader. Using the Google platform teachers were able to give live feedback to students whilst they were typing in to a document. This enhanced the writing process for students as it was immediate, timely feedback.

Inquiry

In 2020, SRPS continued to progress the Inquiry learning model with a more honed focus on student passion and strengths. Student voice and agency were reflected in the culminating projects and through the way in which students showcased their learning. During the remote learning period students were able to progress their learning through Inquiry by drawing on their passions and strengths. When reflecting on work completed on google classroom it was noted that students responded well to self-directed and project-based learning tasks during the remote learning period. In 2021 and beyond, we will continue to draw on student's strengths and passions to showcase their learning and engage them in the learning journey. Unfortunately Expos were not able to go ahead during COVID, however, families will be invited back in 2021 mid-year, to attend Student Led Conferences and at the same time share in their child's Inquiry learning journey.

Attendance

In 2020 Somerville Rise Primary School worked with a Department of Education and Training (DET) consultant to raise

the profile of attendance in the school. An Attendance Officer was appointed and with the Office Manager attended DET professional learning. The school displayed catchy banners about attendance such as learning begins at 9 and advertised these through the newsletter and displays in the school foyer. The Attendance Policy & Processes were updated in 2020 and implemented.

Engagement

To support student engagement during the transition back to onsite learning, our school facilitated whole school activities such as discos, footy a-thon, whole school Kahootz, treasure hunt, 'Somie Rise has Talent' and student led assemblies.

Student leaders were involved in making instructional videos to support other students and their families when using the Google Classroom and Webex platforms.

Teachers facilitated passion projects for disengaged students during the remote learning period and inquiry projects continued based on our inquiry model. A number of students who previously experienced challenges in terms of their engagement connected strongly with the opportunity to take ownership of their learning during remote learning.

A highlight of the remote learning period amplified the strong relationships teachers have with students and their families. This was facilitated through end of week emails, phone calls and check-ins, individual WebEx sessions with students requiring extra support and two daily class WebEx sessions to support the face to face connections. Families requiring an additional layer of support were connected to Education Support Staff.

Wellbeing

Our school modified the delivery of health and wellbeing supports to students and their families in response to remote learning. Health and Wellbeing supports such as a whole school Wellbeing Day where students showcased their strengths and talents was an effective break from the regular learning programs.

Additional supports for students and families were implemented and Education Support Staff were checking in weekly with vulnerable students deemed to be requiring extra support.

Weekly Wellbeing meetings consisting of a teacher representative from each sub school, (junior, middle and senior) who met to discuss the wellbeing and supports required for identified students. Department Student Support Officers attended weekly wellbeing meetings to source additional resources or Professional Development (PD) to meet the needs of the school.

Student Support Group (SSG) meetings took place via WebEx which enabled greater attendance at these meetings and is a platform that the school will continue to use. Better place Australia was supporting students to become more resilient, to empower them to enjoy healthier relationships, by building their skills and knowledge, giving guidance and tools, and supporting them through challenging times.

The Respectful Relationship curriculum continued to be explicitly taught during the remote learning period. Staff attempted to schedule regular breaks and continue to have a lot of laughs as well as foster tight, supportive partnerships in order to get the community through the pandemic.

Financial performance and position

We finished 2020 with \$172,688.68 in the bank of which \$132,361.74 is committed to;

- Maintenance
- Sundry Bond held for the hire of the school gym by a karate group
- Swimming and excursions
- Sporting Schools Grant for Term 1 2021
- Unallocated CSEF and unallocated Family Receipts
- Fundraising money saved for projects
- Early Years Koorie Literacy & Numeracy Program
- Student Excellence Program.

Our staffing budget operated with a deficit of \$12,915 which meant that overall our school was operating with a surplus of \$27,411.94.

All buildings and grounds were maintained to a high standard to ensure a safe and attractive learning environment. All curriculum programs were resourced appropriately ensuring that spending was targeted and prioritised according to our strategic plan goals. School Council via the Finance Subcommittee are diligent in their duties of endorsing all expenditure and approving the schools Cash Budget.

Sporting Schools Grants of \$3,700 was received and utilised for the repair and maintenance of the footy oval, basketball and hockey equipment, and the delivery of footy clinics to students. The Bright Future Grant of \$2069.20 was received and utilised for the Herbs at Home Project. This was to help engage students in their at home learning during COVID-19 lockdown. The Local Schools Community Fund of \$20,000 was received and along with money raised by our Fundraising Committee, we installed a new shade sail frame and shade sails over the Junior School Playground. The Equipment Boost for Schools of \$611.67 was received and utilised to purchase equipment such as the Proloquo2Go software program and an adapt keyboard to support Programs for Students with a Disability (PSD) funded students.

For more detailed information regarding our school please visit our website at
<https://www.somerville-rise-ps.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 205 students were enrolled at this school in 2020, 86 female and 119 male.

0 percent of students had English as an additional language and 2 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) which takes into account parents' occupations and education.

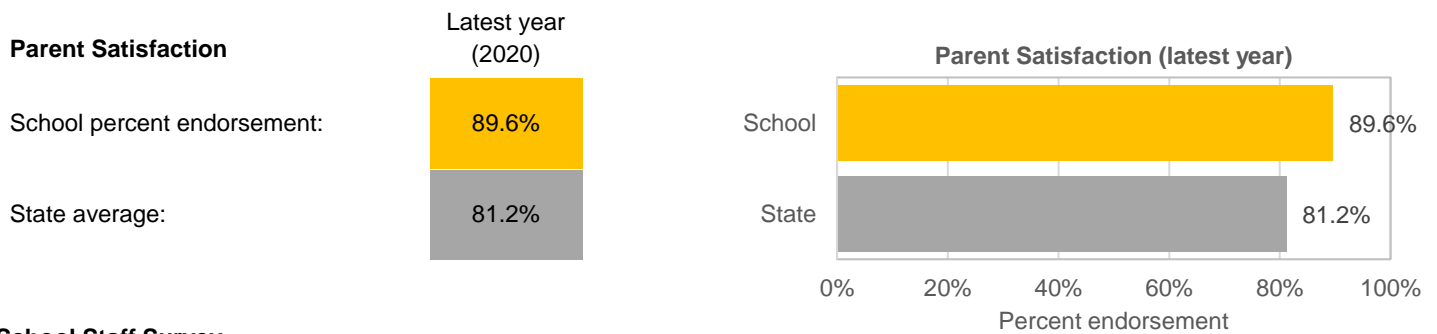
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

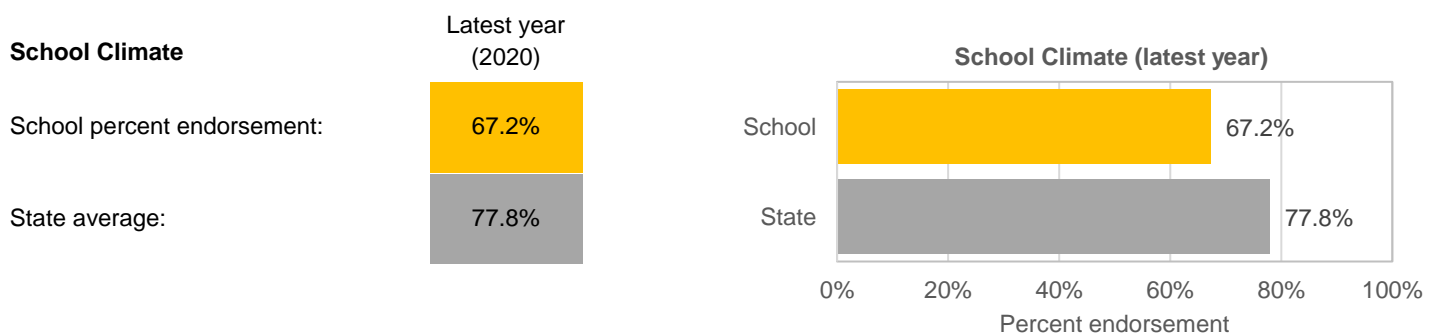


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

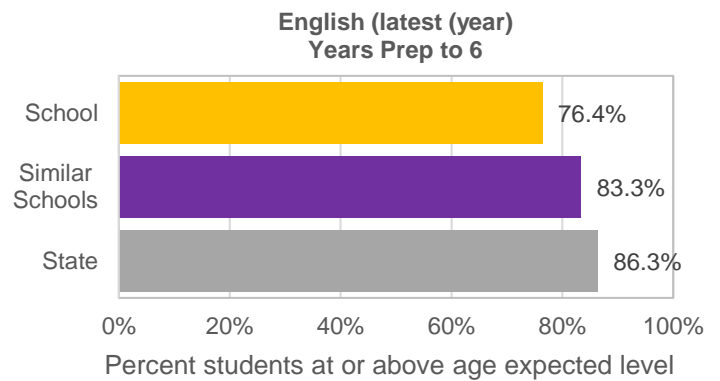
76.4%

Similar Schools average:

83.3%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

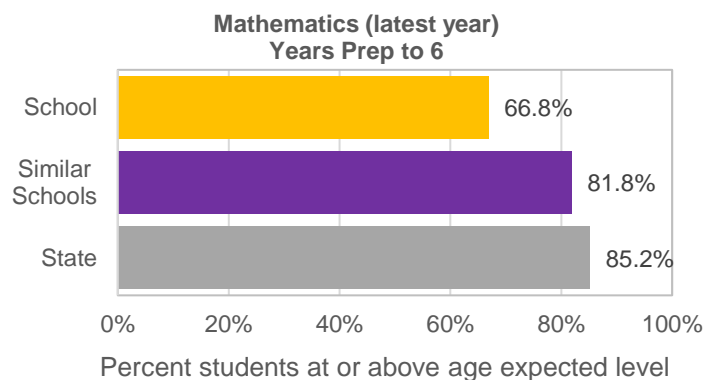
66.8%

Similar Schools average:

81.8%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

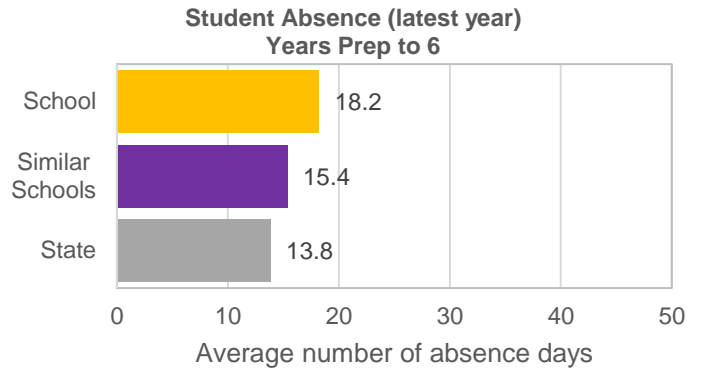
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	18.2	17.5
Similar Schools average:	15.4	15.7
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	92%	95%	89%	92%	88%	90%

WELLBEING

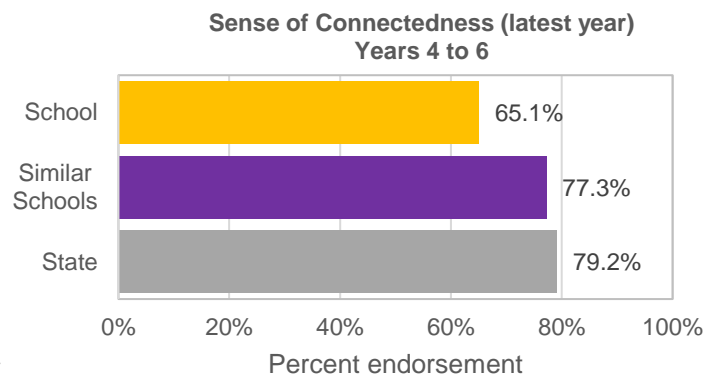
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	65.1%	70.7%
Similar Schools average:	77.3%	78.6%
State average:	79.2%	81.0%



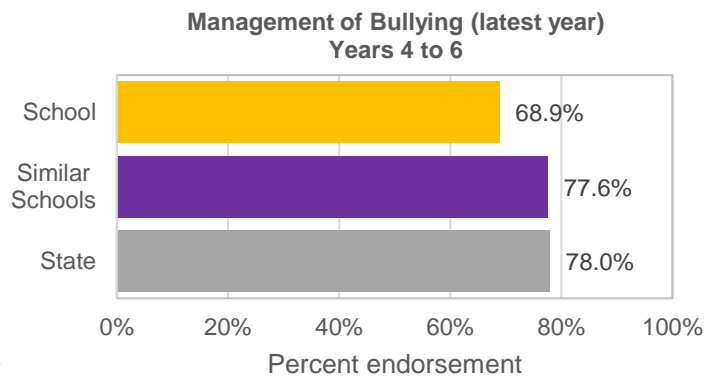
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	68.9%	74.5%
Similar Schools average:	77.6%	79.5%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$1,874,727
Government Provided DET Grants	\$279,218
Government Grants Commonwealth	\$4,315
Government Grants State	NDA
Revenue Other	\$24,449
Locally Raised Funds	\$56,065
Capital Grants	NDA
Total Operating Revenue	\$2,238,774

Equity ¹	Actual
Equity (Social Disadvantage)	\$81,128
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$81,128

Expenditure	Actual
Student Resource Package ²	\$1,918,918
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	NDA
Communication Costs	\$4,528
Consumables	\$32,885
Miscellaneous Expense ³	\$25,401
Professional Development	\$5,976
Equipment/Maintenance/Hire	\$51,818
Property Services	\$26,307
Salaries & Allowances ⁴	\$72,125
Support Services	\$31,837
Trading & Fundraising	\$2,864
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$2,653
Utilities	\$22,218
Total Operating Expenditure	\$2,197,530
Net Operating Surplus/-Deficit	\$41,244
Asset Acquisitions	\$17,620

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$135,891
Official Account	\$36,798
Other Accounts	NDA
Total Funds Available	\$172,689

Financial Commitments	Actual
Operating Reserve	\$44,142
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$48,901
School Based Programs	\$13,147
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$70,313
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$176,504

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.