

2023 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 \(VIT\)](#)
- 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 05 March 2024 at 02:25 PM by Matthew Jackson (Principal)

- This 2023 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 25 April 2024 at 11:03 AM by Christian MCLENNAN (School Council President)

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- 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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Somerville Rise Primary School is located on the Mornington Peninsula approximately 10 kilometres southeast of Frankston. The school was officially opened in 1995 on the corner of Worwong Avenue (previously Blacks Camp Road) and Graf Road Somerville. Somerville Rise has attractive open spaces with extensive indoor and outdoor areas that provide ample opportunities for children to play and learn. The school has four asphalt basketball / netball courts, two adventure playgrounds, leafy courtyards, a sensory garden, a barn and a large, grassed oval.

Somerville Rise Primary school is part of a large educational precinct. The school shares a boundary with Somerville Secondary College and the Yumarrala Wetlands Reserve. Adjacent to our school is the Tillerkite Pre-School which has strong connections to with our school community.

In 2023, Somerville Rise Primary School had 150 students enrolled across Foundation to Year Six. The workforce consisted of:

- 1.0 principal class – 1.0 FTE Principal
- 1.0 FTE Leading Teacher
- 0.8 FTE Learning Specialist
- 5.2 FTE Range 2 Classroom Teachers
- 2.0 FTE Range 1 Classroom Teachers
- 1.0 FTE Business Manager
- 1.116 FTE Office Staff
- 0.2 FTE Maintenance
- 4.56 FTE Integration Staff
- **16.876 FTE 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.'

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

Towards the end of 2023, a process begun to evaluate the current school vision, philosophy and values in line with the changes in teaching and learning approaches used at Somerville Rise Primary School.

2023 saw a stable staffing profile and consistent teaching and learning models were embedded across the entire school.

Progress towards strategic goals, student outcomes and student engagement

Learning

Somerville Rise Primary School's focus in the Annual Implementation Plan was aligned to the statewide 2023 priority goal in Student Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.

The 12 month targets for Key Improvement Strategies in Learning were;

- For all students P - 6 to make 12 months growth in the area of Number and Algebra by the end of 2023.
- To improve AToSS Factor Differentiated Learning Challenge from 79% to 90% and SSS Factor use evidence to inform teaching practice from 14% to 75% through the implementation of High Impact Teaching Strategies by the end of 2023.

The performance reports indicates that 77% of students are at or above age expected standards in English and 82.3% of students are at or above age expected standards in Mathematics. Other data sources indicate that overall, 82% of students made growth in the area of Number and Algebra in 2023 and only 64% of students made 12-months growth in the 12-month time period. Although this is an improvement from previous years, this has been identified as a future goal.

The Attitude to School Survey indicates that 89% of students from Year 4 - 6 were positive in regard to Differentiated Learning Challenge and School Staff Survey indicates that 80% of staff were positive of the use of evidence to inform teaching practice. Although no goals were identified around NAPLAN achievements. The report indicates that NAPLAN Achievement in 2023 was an improvement from previous years achievements. Although this is not cohort specific, there are positive signs of improvement. The work to embed the instructional model and 5 weekly teacher sprints has provided targeted and supported teaching and learning opportunities for our students. The development of essential learning statements in Mathematics has been an enabler for improving teacher knowledge of the Victorian Curriculum and assisted Professional Learning Teams within the school. At the end of 2023, our school was selected to participate in the Australian Educational Research Organisation for the next school year.

Wellbeing

Somerville Rise Primary School's focus in the Annual Implementation Plan was aligned to the statewide 2023 priority goal in Student Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. The 12 month targets for Key Improvement Strategies in Wellbeing were;

- To improve AToSS Factor School Connectedness from 58% to 80% and SSS Factor School Climate from 30% to 75% through the implementation of inclusive practices (BSEM) by the end of 2023.
- For all Prep students to have an attendance of 90% or higher by the end of 2023.

The performance reports indicates that 71.5% of Year 4 - 6 students identified a positive endorsement of a Sense of Connectedness to school. An improvement of the 4-year average of 61.5% and of the 2022 endorsement of 58%. According to the report, School Staff Survey indicated a 63.5% positive endorsement of School Climate, an increase from 30% the previous year. These improvements are linked to the introduction of the Berry Street Education Model, in which staff completed 3 of the 4 modules in 2023.

Professional learning was undertaken to ensure our documentation reflected the recommendations from allied health specialists and that the required adjustments were being made. In 2023 we saw a number of successful Profile meetings and a number of scheduled meetings for 2024.

Our Chaplaincy program, led by Trish, has provided many opportunities for our students, staff and families to feel supported in their times of need. This invaluable service has helped strengthen our community and has given support and guidance to our most vulnerable. During 2023, our school was successful in retaining the chaplaincy program for another 2 years.

Engagement

Somerville Rise Primary School's focus in the Annual Implementation Plan was aligned to the statewide 2023 priority goal in Student Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. The 12 month targets for Key Improvement Strategies in Engagement were;

- For all Prep students to have an attendance of 90% or higher by the end of 2023.

Our school attendance data showed a decrease from the previous year from 30.1 days per student to 25.2 days per student.

Although this number decreased from 2022, the absence rate was higher than the 4 year average of 23.6 days.

During the school year our school engaged with the Mornington Peninsula Shire who were able to subsidise and fund many activities for our students. These included Drumbeat and Canine Comprehension. Mornington Peninsula Shire also funded the training of our second therapy dog, Charlie, who joined Moe as our school's therapy dogs during the week.

Our relationship with Ardoch provided opportunities for students to attend excursions and incursion, free of charge, and provided experiences that were aimed at increasing student engagement in school. Our Year 6 students worked with local indigenous artists to create a legacy mural for our school.

The school used a host of engagement strategies during 2023, reaching out to liaise with external supports for all of our families to stay engaged in our learning programs. We developed a partnership with 3P Psychology to host private psychology sessions for our students on site during the school day.

Financial performance

We finished 2023 with \$183,902.89 in the bank of which \$90,911 is committed to the following:

- Operating Reserve
- Planned Maintenance Programs
- Swimming
- Wellbeing Boost
- Early Years Koorie Literacy & Numeracy Program

All buildings and grounds were maintained to ensure a safe 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 were diligent in their duties of endorsing all expenditure and approving the schools Cash Budget.

We raised local funds and won grants as follows:

- Hire of our school facilities such as the Community Centre, gym and canteen.
- Sporting School Grant supplied coaching and equipment for Hockey, AFL Football and Rugby to the cost of \$6,600.
- Blinds installed using an Accessible Buildings Program Grant \$13,473
- Hearing assistance equipment using an Accessible Buildings Program Grant \$3,553
- Woolworth Junior Landcare Grant \$770 going towards an indigenous garden and Bungle nest out the front of our school. Project to be completed in 2024.
- Peninsula Quarries Grant to create new seating in our Library Court. This project will be completed in 2024.

Projects started in previous year that have been completed this year:

- Our new inclusive playground
- Shade Sail for outdoor learning/play area.

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 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 150 students were enrolled at this school in 2023, 60 female and 90 male.

0 percent of students had English as an additional language and 5 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).

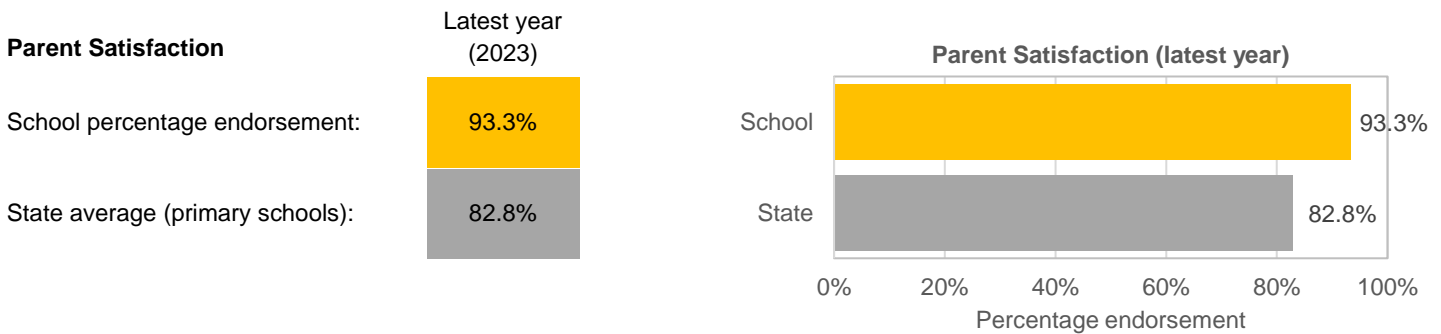
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

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.

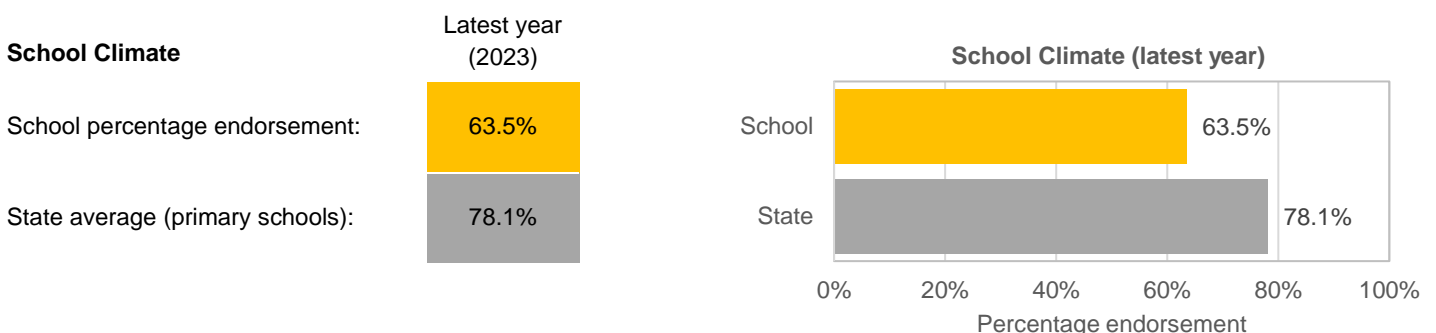


School Staff Survey

The 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.



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 Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

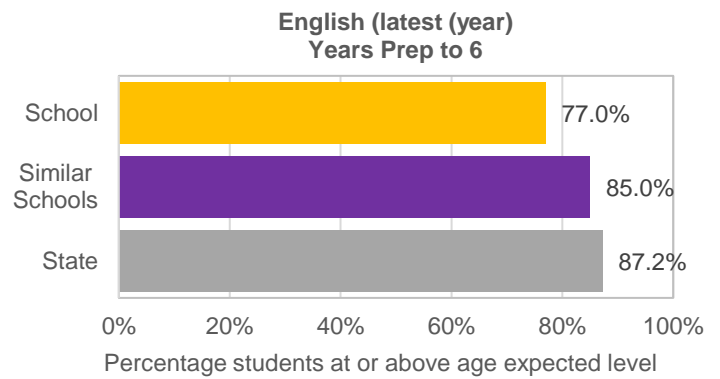
77.0%

Similar Schools average:

85.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

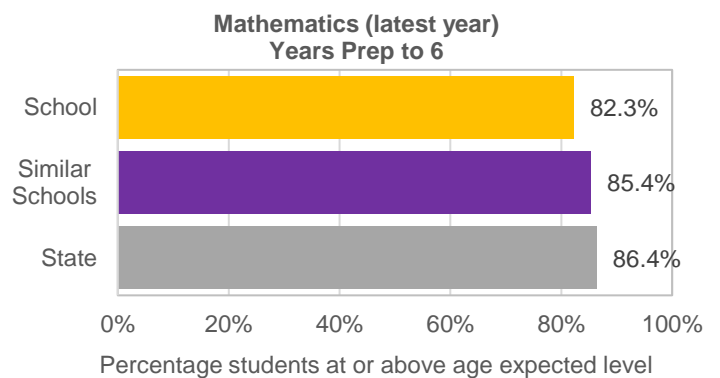
82.3%

Similar Schools average:

85.4%

State average:

86.4%



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

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

52.4%

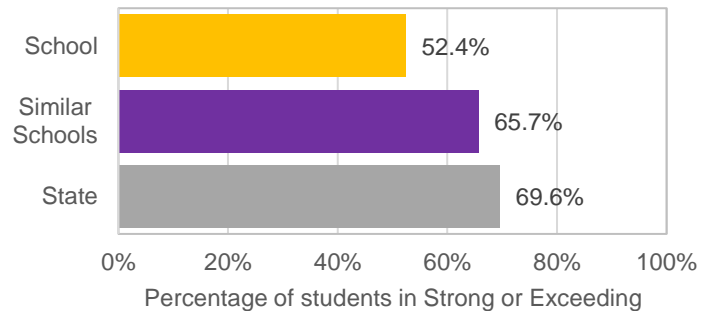
Similar Schools average:

65.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.0%

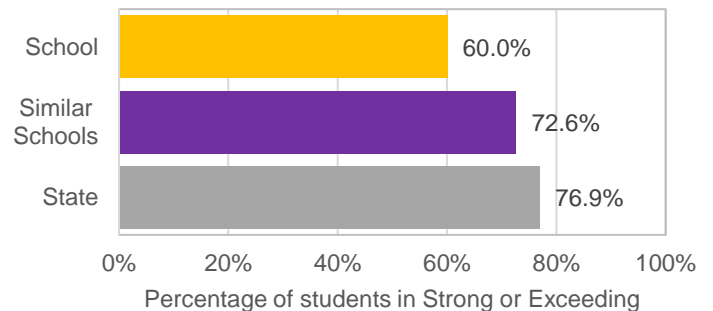
Similar Schools average:

72.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

52.2%

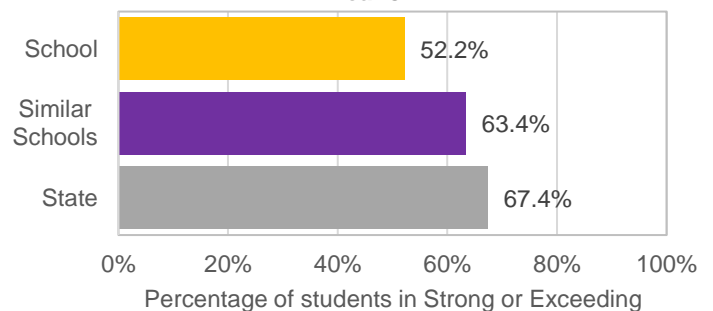
Similar Schools average:

63.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

36.0%

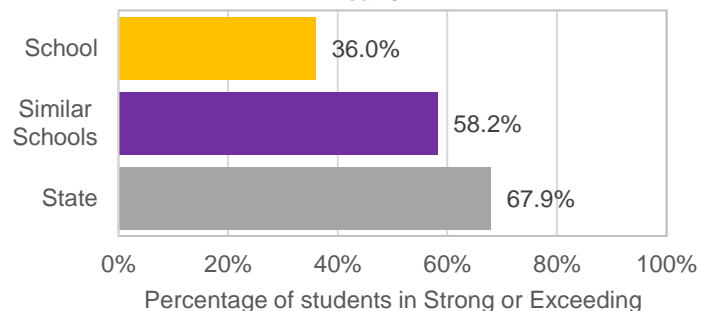
Similar Schools average:

58.2%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

33.3%

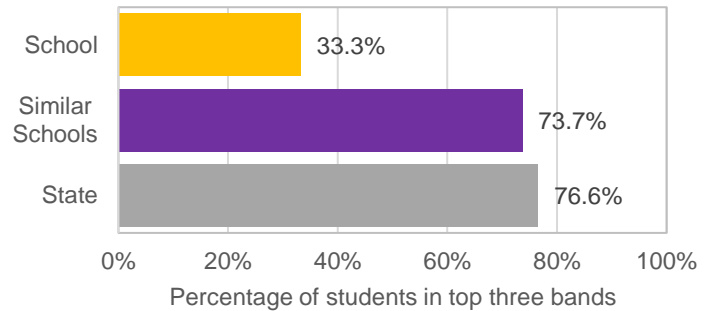
Similar Schools average:

73.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

43.3%

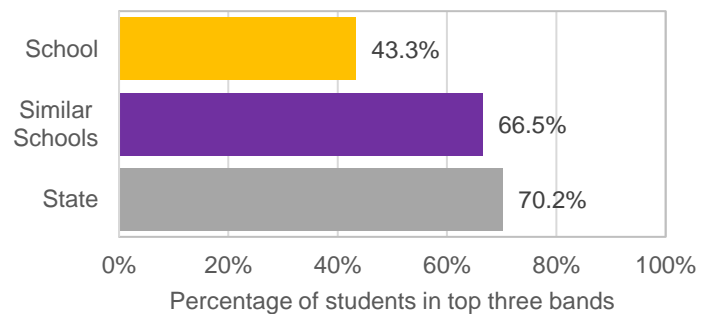
Similar Schools average:

66.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

12.5%

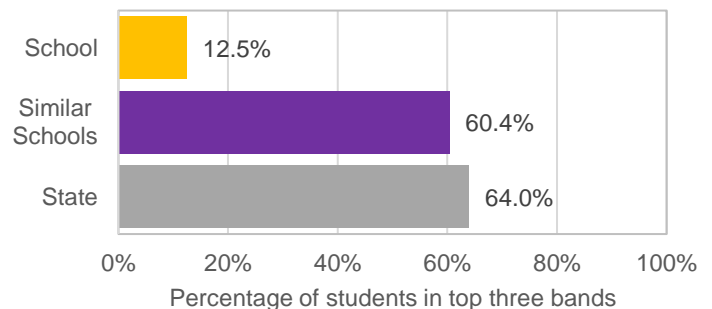
Similar Schools average:

60.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

42.3%

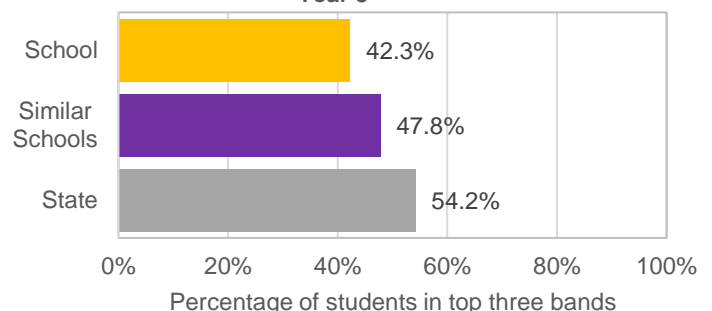
Similar Schools average:

47.8%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



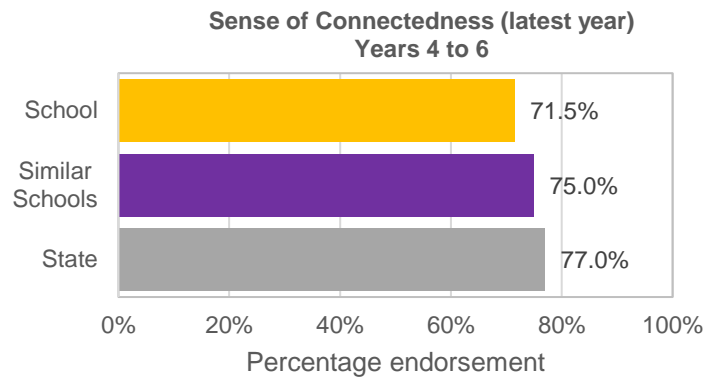
WELLBEING

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).

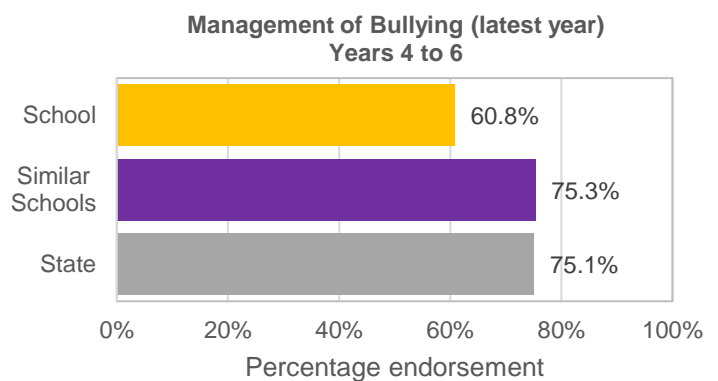
Sense of Connectedness Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	71.5%	66.1%
Similar Schools average:	75.0%	76.9%
State average:	77.0%	78.5%



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).

Management of Bullying Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	60.8%	64.2%
Similar Schools average:	75.3%	76.6%
State average:	75.1%	76.9%



ENGAGEMENT

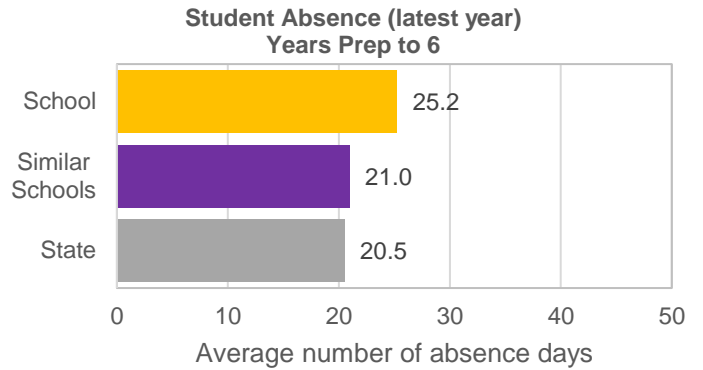
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	25.2	23.6
Similar Schools average:	21.0	19.3
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	86%	91%	89%	86%	88%	87%	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,784,738
Government Provided DET Grants	\$284,270
Government Grants Commonwealth	\$9,608
Government Grants State	\$5,000
Revenue Other	\$31,878
Locally Raised Funds	\$56,192
Capital Grants	\$0
Total Operating Revenue	\$2,171,686

Equity ¹	Actual
Equity (Social Disadvantage)	\$62,391
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$62,391

Expenditure	Actual
Student Resource Package ²	\$1,814,294
Adjustments	\$0
Books & Publications	\$2,271
Camps/Excursions/Activities	\$16,757
Communication Costs	\$3,966
Consumables	\$19,317
Miscellaneous Expense ³	\$17,550
Professional Development	\$18,763
Equipment/Maintenance/Hire	\$24,492
Property Services	\$75,047
Salaries & Allowances ⁴	\$13,841
Support Services	\$92,666
Trading & Fundraising	\$10,250
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$22,421
Total Operating Expenditure	\$2,131,635
Net Operating Surplus/-Deficit	\$40,050
Asset Acquisitions	\$32,246

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$157,928
Official Account	\$25,975
Other Accounts	\$0
Total Funds Available	\$183,903

Financial Commitments	Actual
Operating Reserve	\$42,361
Other Recurrent Expenditure	\$1,252
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$38,907
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$8,391
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$90,911

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.