

2025 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 19 March 2026 at 08:39 AM by Matthew Jackson (Principal)

- As executive officer of the school council, I attest that this 2025 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 19 March 2026 at 08:39 AM by Matthew Jackson (Principal)

How to read the Annual Report

What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

- School Profile
 - student enrolment information
 - the school's 'Student Family Occupation and Education' category
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

School Context

Somerville Rise Primary School is located on the Mornington Peninsula approximately 10 kilometres south east 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 excellent opportunities for children to play and learn. The school has four asphalt basketball / netball courts, two adventure playgrounds, leafy courtyards, two soccer pits, 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 with our school community.

In 2025, Somerville Rise Primary School had 159 students enrolled across Foundation to Year Six. The workforce consisted of:

- **2.0** principal class – 1.0 FTE Principal and 1.0 FTE Assistant Principal
- **1.4** FTE Learning Specialists - 0.8 FTE Instructional Leader and 0.6 FTE Disability and Inclusion
- **6.67** FTE Range 2 Classroom Teachers
- **2.99** FTE Range 1 Classroom Teachers
- **0.93** FTE Paraprofessional
- **1.0** FTE Business Manager
- **1.9** FTE Office Staff
- **0.40** FTE Maintenance
- **5.27** FTE Integration Staff
- **22.56** FTE Total Staff

SCHOOL VISION, PHILOSOPHY AND VALUES

Mission

Empowering ALL students to be their best.

Vision

Somerville Rise Primary School delivers a high quality, differentiated curriculum using evidence-based teaching and learning practices. We develop and support student relationships and wellbeing to increase engagement and develop active, inclusive members of our community.

Values



Kindness



Curiosity



Creativity

2025 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

At Somerville Rise Primary School we worked to build teacher capacity in teaching English through professional learning and our coaching program led by the Assistant Principal and Learning Specialist. Our professional learning program focused on unpacking the specific skills, knowledge and vocabulary of the new English Victorian Curriculum 2.0. By developing a deeper understanding of the curriculum teachers were able to assess student understanding, use data to design lessons that target the 'next steps' for our students and differentiate learning tasks to meet the individual needs of our students. Our coaching program focused on developing the skills of our teaching staff. Modelling high quality instructional practice and providing feedback related directly to curriculum planning and reading/writing instruction, supported individual teachers in strengthening their practice no matter what stage of their careers. Additionally, professional learning also focused on developing a deeper understanding of Systematic Synthetic Phonics, the 'Big 6' areas of Reading (oral language, phonological awareness, phonics, vocabulary, fluency and comprehension) and reading instruction in Levels 3-6. The outcome of this work led to an increase in teachers confidently and accurately identifying the learning needs of students using data aligned with the Victorian Curriculum 2.0 and more consistent, school-wide implementation of our instructional model.

In 2025 we saw relative growth in our NAPLAN Reading data: from 54% (medium/high growth) in 2024 to 70% in 2025. Also in our NAPLAN Maths data, from 66% (medium/high growth) in 2024 to 71% in 2025. Highlights in our 2025 NAPLAN data included:

- Year 3 Reading from 26% at/above expected level in 2024 to 48% in 2025.
- Year 5 Reading from 84% below/well below expected level in 2024 to 41% in 2025.
- Year 3 Writing from 30% at/above expected level in 2024 to 48% in 2025.
- Year 5 Writing from 52% at/above expected level in 2024 to 65% in 2025.

In 2026 we anticipate continued growth in English.

Wellbeing

Somerville Rise Primary School's focus in the Annual Implementation Plan was to empower students to be active agents in their learning.

Our Key Improvement Strategy for wellbeing:

Develop and implement a whole school approach to build students' capacity to self-regulate and self-monitor their own learning.

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

- To increase AtoSS Domain “Effective Teaching Practice for Cognitive Engagement” – Stimulated Learning from 66% to 90% or higher through the implementation of Explicit Teaching by the end of 2025.
- To increase AtoSS Domain “Teacher Student Relations” Effort from 66% to 90% or higher through the implementation of Explicit Teaching by the end of 2025.
- To improve the number of students P – 6 to have less than 20 days absence from 48% to 80% by the end of 2025.

The performance reports indicates that 67.5% of Year 4 - 6 students identified a positive endorsement of a Sense of Connectedness to school. An increase from the previous school year of 62.6%.

The performance report also indicate that 66.5% of Year 4 - 6 students identified a positive endorsement of Managing Bullying. An increase from the previous school year of 64.9%.

Continued work in Disability Inclusion saw the school receive a large number of successful Disability Inclusion Profile meetings which provided further funding to support students with additional needs within the classroom. Staff continued to make recommended adjustments provided by allied health professionals to ensure each classroom was inclusive of all students. Our Disability Inclusion leader was recruited and led staff in developing stronger documentation to support students requiring tier three intervention.

Our school continued to develop and strengthen connections with various community groups in supporting our First Nation's students and working towards reconciliation with our school community.

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.

Engagement

2025 was a school review year and although there was no link to attendance in the previous School Strategic Plan, the 12 month targets for Key Improvement Strategies in Engagement were;

- To improve the number of students P – 6 to have less than 20 days absence from 48% to 80% by the end of 2025.

Our school attendance data showed a decrease from the previous school year from 29.9 days per students to 26.2 days per student. A number of in school processes were developed. Office staff made phone calls home to any student with an unexplained absence and teachers contacted families after two days absence from school.

During the school year our school engaged with the Mornington Peninsula Shire who were able to subsidise and fund many activities for our students. It is unfortunate these programs will no longer be supported by the Shire, due to funding changes.

The school used a host of engagement strategies during 2025, reaching out to liaise with external supports for all of our families to stay engaged in our learning programs. We continued our partnership with 3P Psychology to host private psychology sessions for our students on site during the school day. We continued to develop strong working relationships with allied health professionals to support our students on site during the school day.

Financial performance

Somerville Rise Primary School finished 2025 with a \$0 surplus for 2025 but \$15,701 left unallocated balance from 2023 on the Student Resource Package credit. This surplus will be used to cover the cost of staffing in 2026. We finished December with \$169,805 in the bank of which \$79,616 was committed to 2026 expenditure such as \$911 for Sustainability, \$2,156 for Swimming Programs, \$6,757 for Disability Inclusion Funding, \$6,524 for Mental Health Program, \$19,268 for Maintenance and Minor Works, \$19,959 for Ground Works, \$2,952 for Student Excellence Program, \$282 for Staff Association, \$8,925 for Koorie Literacy and Numeracy Programs and \$11,881 in unallocated fundraising raised.

Grants received were:

- Music in Schools \$5,439.28 for musical instruments, book resources, staff professional development and African Drumming incursion.
- Intensive School Support Fund of \$7,901 used for staff professional development and book resources
- Sporting Schools Grants. \$2,250 in Term 1 for netball clinics, \$2,250 in term 2 for Basketball clinics, \$2,250 in term 3 for AFL clinics

Somerville Rise Primary School will head into 2026 in a good financial position.

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 154 students were enrolled at this school in 2025, 61 female and 92 male. NDP had English as an additional language and 5% 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	82.6%	
	Similar schools	82.0%	
	State	82.0%	

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	78.1%	
	Similar schools	78.9%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Prep - 6 % of students at or above age expected standards	School	75.6%	
	Similar schools	81.8%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	86.6%	
	Similar schools	81.7%	
	State	84.2%	

NAPLAN

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


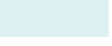




		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	47.1%	42.6%
	Similar schools	63.0%	63.8%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	57.1%	50.0%
	Similar schools	69.6%	69.5%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	31.2%	42.6%
	Similar schools	60.5%	61.6%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	50.0%	42.4%
	Similar schools	64.7%	60.8%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth 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'.




A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	69.6%	
	Similar schools	71.6%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	62.5%	
	Similar schools	71.4%	
	State	74.0%	

WELLBEING




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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	67.5%		64.4%
	Similar schools	77.0%		75.9%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	66.5%		60.2%
	Similar schools	78.3%		76.3%
	State	76.4%		75.8%

ENGAGEMENT








Average absence days per student

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

		2025	4-year average
Prep - 6	School	26.5	27.9
	Similar schools	23.0	23.1
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	87.9%	
Year 1	School	89.8%	
Year 2	School	88.3%	
Year 3	School	88.6%	
Year 4	School	89.5%	
Year 5	School	81.1%	
Year 6	School	81.7%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$2,464,253
Government Provided DET Grants	\$308,245
Government Grants Commonwealth	\$12,951
Government Grants State	\$0
Revenue Other	\$17,987
Locally Raised Funds	\$83,608
Capital Grants	\$0
Total Operating Revenue	\$2,887,044

Equity	Actual
Equity (Social Disadvantage)	\$56,566
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$56,566

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$2,509,746
Adjustments	\$0
Books & Publications	\$13,445
Camps/Excursions/Activities	\$24,538
Communication Costs	\$2,365
Consumables	\$17,828
Miscellaneous Expenses ²	\$19,246
Agency Staff	\$8,285
Professional Development	\$10,125
Equipment/Maintenance/Hire	\$41,473
Property Services	\$66,452
Salaries & Allowances ³	\$3,708
Support Services	\$44,013

Expenditure	Actual
Trading & Fundraising	\$18,460
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,718
Total Operating Expenditure	\$2,804,401
Net Operating Surplus/-Deficit	\$82,642
Asset Acquisitions	\$62,375

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$159,674
Official Account	\$10,131
Other Accounts	\$0
Total Funds Available	\$169,805

Financial Commitments	Actual
Operating Reserve	\$49,109
Other Recurrent Expenditure	\$1,936
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$28,226
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$12,163
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$39,227
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$130,661

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.