

2019 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 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 17 March 2020 at 09:51 AM by Nicole Fammartino (Principal)

The 2019 Annual Report to the school community:

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

Attested on 02 August 2020 at 07:59 PM by Nicole Love (School Council President)

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 Rds Somerville. Well maintained, attractive and extensive indoor and outdoor areas, provide children with open space to play including adventure playgrounds, oval, courtyards, grassed areas and 4 basketball/netball courts. The school shares a boundary with the 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. Our workforce composition is made up of one and a half full time Principal Class (one principal and .5 Assistant Principal), 11 teachers including one general Learning Specialist and two Maths Specialist Teachers, 1 Business Manager, 2 Office Staff and 4 Education Support Staff.

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 are a 5 star sustainable school. This requires our school to be proficient in and have curriculum links with waste management, water management, biodiversity and renewable energy.

At Somerville Rise Primary School we promote "learning together". The school community has developed a set of core values which underpin our relational learning philosophy. These values are:

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

The school community provides strong support for the school through active involvement in School Council and 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 Camps Australia on the school site. For more information please visit our school website.

Framework for Improving Student Outcomes (FISO)

2019 was the second year of the Strategic Plan (2018-2021) and the 2019 Annual Implementation Plan focused on the FISO priority areas of "Excellence in Teaching and Learning" and "Positive Climate for Learning" and the dimensions of:

- * Building Practice Excellence
- * Empowering Students and Building School Pride

Key improvement Strategies were implemented to:

- * build teacher capacity and develop consistency of practice in Numeracy;
- * develop and implement an inquiry model which builds student agency and utilises High Impact Teaching Strategies;
- * introduce Positive Education and develop students' social and emotional strengths through the Resilience, Rights and Respectful Relationships initiative;
- * develop capacity and understanding of explicit teaching and best practice in the delivery of Readers' Workshop and Writing

Achievement

Our school has continued to focus on integrating the Readers' Workshop model throughout 2019 and will continue this into 2020. Staff surveys were conducted and feedback indicated more professional development was required in the areas of planning reading, setting student goals and assessment. During 2020 professional development will be aimed at addressing these areas with a follow up staff survey mid 2020. A steady increase in the growth of reading has occurred over the last three years. Over 97% of students in Year 3 were above the National Benchmark in reading in 2019, this is an increase from previous years with 91% reaching the benchmark in 2018 and 82% in 2017.

There was positive movement in Year 5 with the percentage of students in the top two bands increasing by 7%. In year 3, 91 percent of students are in the middle and top two bands. The school has two Numeracy Specialists appointed through the Primary Mathematics Science Specialist Program for 2019 and 2020. The two teachers have attended 16 days of professional development and will receive another 4 days during the remainder of the 2020 year. They are released 0.5 from the classroom. The two Learning Specialists have been working closely with colleagues through strategic whole school and team planning, professional development and observations to build teacher capacity in the teaching of numeracy. Our numeracy data has been maintained from 2018 and still has much room for improvement.

Engagement

Attitude to School Survey results which focus on Student Engagement and include Student Voice and Agency and Stimulated Learning Environment continue to remain steady. Data shows that Stimulated Learning Environment is just below similar schools at 72% with Effective Teaching Time and Differentiated Learning Challenges identified as strengths in this area.

We have progressed in our endeavours for students to demonstrate and articulate their learning through their Portfolio pieces. We will develop this further with all students continuing to set individual SMART goals in 2020. The feedback we received regarding the implementation of Student Led Conferences was affirming however, it appears there is more work in engaging the wider school community in this process.

Our 2 year Scope and Sequence for our Throughlines in Inquiry was developed in 2019 and is being implemented from P-6. In 2019 we made significant progress towards whole school implementation and planning of units of learning. Furthermore we actively engaged the community in students' learning through scheduled termly celebrations at Expos. These have been well attended across the school. Our next area of development will be in the domain of Student Voice and Agency.

Both Staff and Parent survey feedback were underrepresented indicating we need to engage more participants in 2020 so that perceptions from staff and parents are included in our next year's Annual Implementation Plan.

Wellbeing

The Resilience, Rights and Respectful Relationships curriculum was implemented through 2019 and Somerville Rise PS continued to be a lead school in the Respectful Relationships initiative. We completed a baseline audit to assess where we were at and created an action plan to move forward in 2020. On the Attitudes to School Survey, parents indicated that their child felt accepted by other students at our school (93%) students enjoy the learning they do (79%) and the school provides a variety of opportunities for students to participate in (93%).

In 2019 the school has started to implement some of the School Wide Positive Behaviour Support (SWPBS) recommendations and interventions. Stake holders including students, staff and parents will be consulted and provided input into the development of classroom and other area Learning Expectation Matrix. In 2020.

Financial performance and position

We finished 2019 with \$99,049.01 in the bank of which \$65,009.64 are committed to Maintenance Blitz money not spent, Sporting Schools Grant for Term 2 and 3, unallocated CSEF and unallocated Family Receipts, Fundraising money saved for projects, a BlueScope Steel Grant for shade sails and \$4909.10 of which belongs to the Mornington District Primary Schools Sports Association. Our staffing budget operated with a deficit of \$25,762.50 which meant that

overall our school was operating with a surplus of \$8,276.87 remaining. All grounds and buildings 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 prioritized 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 Grants for \$4,375 was received and utilised for the purchase for court line marking and clinics were held for students in football and basketball.

Sporting Grants for \$8900 was received and utilised for the purchase of equipment for tennis, cricket, football and netball including netball rings and football goal posts. Clinics were held for students in football, cricket clinics and netball.

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 228 students were enrolled at this school in 2019, 93 female and 135 male.

0 percent of students had English as an additional language and np 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: 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	71.4	85.8	79.2	92.0

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	58.9	79.5	68.5	87.9

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	80.8	89.7	81.7	95.0	Below
Mathematics	76.0	90.3	81.8	95.8	Below

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	75.8	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	67.6	67.7	50.0	84.6	Similar
Year 5	Reading (latest year)	50.0	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	38.7	59.3	41.2	76.4	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	69.8	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	66.2	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	53.2	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	45.0	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	38.7	54.8	6.5
Numeracy	43.3	50.0	6.7
Writing	50.0	40.0	10.0
Spelling	56.7	23.3	20.0
Grammar and Punctuation	40.0	43.3	16.7

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	19.4	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	16.9	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	89	92	89	92	89	89	91

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	65.6	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	71.4	81.4	73.9	88.1	-

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	72.2	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	75.6	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$1,853,197
Government Provided DET Grants	\$289,935
Government Grants Commonwealth	\$12,375
Government Grants State	\$0
Revenue Other	\$11,772
Locally Raised Funds	\$124,659
Capital Grants	\$0
Total Operating Revenue	\$2,291,938

Equity ¹	Actual
Equity (Social Disadvantage)	\$91,575
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$91,575

Expenditure	Actual
Student Resource Package ²	\$1,861,591
Adjustments	\$0
Books & Publications	\$3,270
Communication Costs	\$4,407
Consumables	\$22,769
Miscellaneous Expense ³	\$80,002
Professional Development	\$3,825
Property and Equipment Services	\$130,355
Salaries & Allowances ⁴	\$86,648
Trading & Fundraising	\$26,223
Travel & Subsistence	\$4,650
Utilities	\$27,443
Total Operating Expenditure	\$2,251,184
Net Operating Surplus/-Deficit	\$40,754
Asset Acquisitions	\$17,620

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$61,589
Official Account	\$36,821
Other Accounts	\$0
Total Funds Available	\$98,410

Financial Commitments	Actual
Operating Reserve	\$57,758
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$45,327
School Based Programs	\$6,067
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,774
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$3,736
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$117,662

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 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

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

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language, 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 curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').