

2017 Annual Report to the School Community



School Name: Somerville Primary School

School Number: 2656



- 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 Regulation 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 2017 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 30 April 2018 at 07:08 PM by Andrew Haley (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 02 May 2018 at 10:17 AM by Erica Brady (School Council President)



About Our School

School Context

Somerville Primary School is a Victorian Government primary school located 55 kilometres southeast of Melbourne on the Mornington Peninsula. There are currently 254 students enrolled at our school. We have 15.2 full time equivalent teachers, 4.1 full time equivalent Education Support Staff and 2 full time equivalent Principal Class members.

Our mission at Somerville Primary School is *“Inspiring Excellence in Education ... Every Student Every Time”*. Our vision of the school is that *‘Somerville Primary School works collaboratively to ensure every student achieves success by engaging them in the curriculum at their point of need.’*

At Somerville Primary School, we firmly believe that building meaningful relationships with our students and families is of utmost importance. We have a strong student wellbeing program that supports this approach. Our school values of *Courage, Honesty, Respect, Responsibility and Trust* are taught weekly in our Social and Emotional Learning sessions. As a *You Can Do It!* school, we also teach students the keys to success which include *Confidence, Getting Along, Organisation, Persistence and Resilience*.

Somerville Primary School is a thriving Professional Learning Community (PLC) and our dedicated staff work together closely in highly effective teams with a strong focus on student learning, results and collaboration. Teachers plan collaboratively and continually collect and share data on each of our students. This approach ensures that we are able cater for the needs of each of our students during every lesson. This is reflected in our mission statement *‘Inspiring Excellence in Education...Every Student Every Time’*.

In Literacy, our students are taught using The Daily Five framework where students develop lifelong habits of reading, writing and working independently. We also use the Big Write and VCOP methodology to improve students’ writing. Spelling is taught using the Targeted Spelling program. Our Numeracy program is taught using a clearly defined lesson structure where students move through four stage during each lessons, these include Number Fluency, Launch, Discover and Summary. Students who require more time and/or support are provided with this, during our daily intervention sessions.

We also offer a comprehensive specialist program that includes Visual Arts, Music, Dance and Drama, Science, Digital Technologies and Physical Education. As a school we have access to a number of specialist support services including to a School Psychologist, Hearing Impaired specialist, Speech Therapist and a School Chaplain who are all able to provide more support to our students who are most at risk. These specialists also liaise with our teachers to ensure that students are provided with the support that they require.

As a school we encourage, and actively look for ways for our parents and other community members to be actively involved in our school. We encourage parent participation in a variety of ways, including but not limited to involvement in our School Council and the various Subcommittees, Friends of Somerville Primary School (FoSP), becoming a parent helper. We also offer workshops for parents so that they are more connected with how we teach our students.

Our Student Family Occupation and Education Index (SFOE), which takes into account parents’ occupation and education, is currently 0.4783. This is in the mid-range. This has remained fairly consistent over the years.

As a school we aim to provide a safe and engaging environment to ensure all students have an equal opportunity to become confident and motivated lifelong learners. We endeavour to develop the skills necessary for success in life and establish values that will allow them to interact with their environment and community with thoughtfulness and humanity.

Framework for Improving Student Outcomes (FISO)

After undergoing a comprehensive review as part of the school review process in 2016, 2017 was the first year of our school’s new Strategic Plan. This strategic plan was implemented in 2017 and will continue drive school improvement at Somerville Primary School over the next four years from 2017 – 2020. The focus at Somerville Primary School for 2017 was as follows:

- 1) ***To enhance student learning outcomes across the school in all strands of Literacy and Numeracy. (Building practice excellence and Curriculum planning and assessment)***
- 2) ***To empower, encourage and enable students to manage and monitor their own learning. (Empowering students and building school pride)***



3) To increase the level of involvement of our parents and carers in the learning of their child. (Parents and Carers as Partners)

The area that was to drive the majority of our school improvement initiatives in 2017 was to improve student learning outcomes in the areas of Literacy and Numeracy. To do this our focus was on ensuring that the curriculum was delivered to our students in a consistent approach from Foundation through to Year Six. This would allow all staff to collaborate not only in their areas but also across the school. It also allowed staff to develop a shared understanding of what best practice teaching and learning is and how this would be delivered to our students.

In 2017 a consistent approach to the teaching of Literacy and Numeracy was implemented across the school. In 2018 as a school we will improve the way in which spelling and writing will be taught across the school and also develop ways in which students will have more ownership of their learning.

Achievement

Student achievement data at Somerville Primary School indicates that our students are performing at a similar level to other students in Victorian Schools across most areas.

Teacher Judgments

Teacher judgements indicate that 92.5% of our students from Foundation through to Year 6 in 2017 achieved at or above age expected standards. This is marginally higher than the state average where 90.7% of students achieved at or above age expected standards.

NAPLAN DATA

The results for our Year 5 students in Reading and Numeracy for 2017 and the 4-year average for both Year 3 and Year 5 indicate that the percentage of our students who are in the top 3 bands in NAPLAN are at a level that is comparable to similar schools.

Year Three NAPLAN DATA

According to our 2017 NAPLAN data the percentage of our Year 3 students who are performing in the top 3 bands in NAPLAN for Year 3 is lower than similar schools. The four year trend indicates that our students are still performing at a similar level.

Year Five NAPLAN DATA

Our Year 5 students also performed at a level similar to like schools in both Reading and Numeracy in 2017 when comparing the percentage of students in the top 3 bands. The 4-year average in the area of both Reading and Numeracy for our Year 5 students' is comparable to the median of all Victorian government primary schools.

NAPLAN Learning Gain

Our NAPLAN Learning Gain from Year 3 – Year 5 showed some pleasing results. In particular Numeracy with 80% of our students in Year 5 displaying Medium to High Growth. Pleasing growth was also displayed in the areas of Spelling and Grammar and Punctuation. Reading and Writing both had 37.5% of students displaying Low Growth.

In 2018 we will continue to implement strategies to improve student learning in all areas of the curriculum. The following targets have been set as part of our 2018 Annual Implementation Plan.

NAPLAN Year Three 2018 Percentage of Students Achieving Bands 5 and 6:

- Reading - 60%
- Writing - 50%
- Spelling - 50%
- Numeracy - 50%

NAPLAN Year Five 2018 Percentage of Students Achieving Bands 7 and 8:

- Reading - 60% (52.4% as Year Three in 2016 in bands 5 and 6)
- Writing - 50% (42.8% as Year Three in 2016 in bands 5 and 6)
- Spelling - 40% (28.5% as Year Three in 2016 in bands 5 and 6)
- Numeracy - 40% (21.4% as Year Three in 2016 in bands 5 and 6)

NAPLAN Low Growth in 2018 from Year 3 to Year 5 reduced to:

- Reading - 20%
- Writing - 20%



- Spelling - 20%
- Numeracy - 20%

Engagement

Student Attendance at Somerville Primary School is similar to other schools with the average number of days off per student is 14.6 days a year. This is slightly lower than the State average of 15.6 days off per year. Our attendance data has remained consistent over the last four years with the yearly average of 14.1 days off per school year. Student absences are also routinely followed up and this reinforces the importance of attending school each day. As a school we continue to communicate with the school community the importance of attending school.

Our pleasing student attendance is due to the strong emphasis we place on student wellbeing at our school. This is achieved by developing a culture where positive relationships are integral to the fabric of our school. From forming meaningful relationships with our students, parents and wider community, to allocating time at the beginning of each school year where students participate in 2 weeks of planned activities that are designed to allow students to get to know each other, setting clear expectations for the year and much more, this builds students' connectedness to their school, their classroom, their teachers and their peers. As a school we work to ensure that Somerville Primary School is a place where students want to come to each day.

Wellbeing

At Somerville Primary School we work hard to ensure that our school is a safe and supportive environment for our staff, our students and our families. Social and Emotional Learning is explicitly taught from Foundation to Year 6 using the 'You Can Do It! Framework'. We also survey our students at school twice a year so that we can gain their feedback across a range of areas. This ensures that we are able to respond to the students' social and emotional needs along with their academic needs. This approach, along with our emphasis on our school values provides a sound structure around Social and Emotional Learning for our students.

In 2017, our student opinion data taken from our Year 4 to Year 6 students had some pleasing results. In particular that students reflecting our mantra of 'academic excellence' with 94% of the students indicating a positive result in this area. The survey also indicated that 69.81% had a Sense of Connectedness. This result was below the state Median of 82.07%. With the remaining 30.19% of our students from Years 4 to Year 6 indicating that they did not have a Sense of Connectedness. The area in particular that indicated a negative response in this regard was reflected with the boys being more negative than the girls, with only 60% of boys responding positively to '*I feel proud about being a student at this school.*' The Student Opinion Survey also indicated that 72.64% of our students had a positive endorsement of our Management of Bullying, whereas the State Median was 73.33%.

For more detailed information regarding our school please visit our website at
<http://www.somervilleps.vic.edu.au>



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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 254 students were enrolled at this school in 2017, 135 female and 119 male.</p> <p>0 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>○ Lower</p> <p>● Similar</p> <p>○ Lower</p> <p>● Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Similar</p> <p>● Similar</p> <p>● Similar</p> <p>● Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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 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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38%</td> <td>29%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>56%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>42%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>52%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>16%</td> <td>68%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	38%	29%	33%	Numeracy	20%	56%	24%	Writing	38%	42%	21%	Spelling	28%	52%	20%	Grammar and Punctuation	16%	68%	16%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	92 %	93 %	93 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	92 %	93 %	93 %	92 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Lower
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Lower

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)

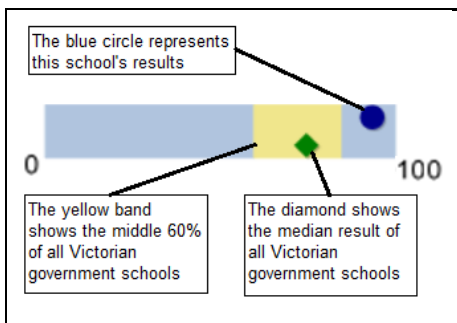
Engagement

- student attendance and engagement at school
- 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)
 - 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).

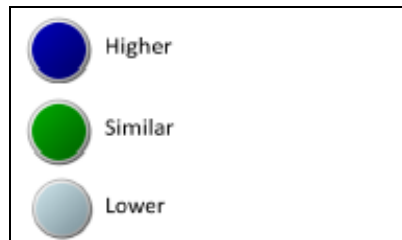


What does *School Comparison* refer to?

The 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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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 and Community Schools 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 their first 11 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').



Financial Performance and Position

Financial performance and position commentary

Somerville Primary School is in a financially sound position at the end of the 2017 school year. The school operated with a surplus of \$124,752 for the 2017 school year. The final surplus was above the planned surplus for 2017 due to unforeseen staffing changes that occurred throughout 2017. These changes included a fulltime staff member who was on extended leave and was only replaced in a part time capacity, and also due to a retirement where a staff member was not replaced, however continued on at Somerville Primary School in a volunteer capacity. Lastly, a specialist teacher began maternity leave and was not replaced towards the end of the school year. The planned surplus from 2017 is committed to funding the replacement of an internal gallery space that will be located in the Senior Area of our school. These works will begin in 2018. These funds also allow us to offer our students a diverse range of education experiences as part of our comprehensive specialist program which includes Science, DigiTech, Music, Art, PE and also Japanese moving forward. We also received funding as part of the National School Chaplaincy Program which allows us to provide the services of a School Chaplain for three days each fortnight.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,818,720	High Yield Investment Account	\$227,909
Government Provided DET Grants	\$447,697	Official Account	\$10,723
Government Grants Commonwealth	\$6,900	Other Accounts	\$64,092
Revenue Other	\$7,567	Total Funds Available	\$302,725
Locally Raised Funds	\$147,186		
Total Operating Revenue	\$2,428,069		
Equity¹			
Equity (Social Disadvantage)	\$81,391		
Equity Total	\$81,391		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,793,746	Operating Reserve	\$63,661
Books & Publications	\$217	Maintenance - Buildings/Grounds incl SMS<12 months	\$10,000
Communication Costs	\$6,001	Revenue Receipted in Advance	\$4,535
Consumables	\$60,971	Asset/Equipment Replacement > 12 months	\$45,000
Miscellaneous Expense ³	\$96,811	Maintenance -Buildings/Grounds incl SMS>12 months	\$179,530
Professional Development	\$6,244	Total Financial Commitments	\$302,725
Property and Equipment Services	\$227,027		
Salaries & Allowances ⁴	\$68,565		
Trading & Fundraising	\$26,827		
Utilities	\$16,908		
Total Operating Expenditure	\$2,303,318		
Net Operating Surplus/-Deficit	\$124,752		
Asset Acquisitions	\$0		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 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.