

2016 Annual Report to the School Community



School Name: Somerville Primary School

School Number: 2656



Name of School Principal:	Sue Goodall
Name of School Council President:	Alisa Melhuish
Date of Endorsement:	30/4/17

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Somerville Primary School is located 55 kilometres, southeast of Melbourne on the Mornington Peninsula. Currently there are 262 students enrolled.

Somerville Primary School's mission is "*Inspiring Excellence in Education ... Every Student Every Time*". The 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.

Our school community works hard to create meaningful relationships with strong values. The school Values are *COURAGE, HONESTY, RESPECT, RESPONSIBILITY and TRUST*.

Somerville Primary School is very proud of our connections with our local community and our ability to provide a stimulating and engaging curriculum for our children. We value and encourage parent involvement and continue to work hard to develop and foster connections with our local community. We have extensive and very well maintained grounds, which continue to surprise and astound visitors to our school. Strong individual and outcome focused teaching and learning complement innovative practice. Our Music, Dance and Drama, Science, Art and PE programs enhance our exciting curriculum.

The school has 15.2 equivalent full-time staff: 2 Principal class, 15 teachers and 4 Education Support Staff. The SFO, which takes into account parents' occupation and education, is at 0.526 for 2016. This is in the low-mid range. The school aims 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. The school strives to have our parents and community members actively involved in our students' learning.

The school is working towards becoming an accredited Professional Learning Community. The teachers work closely together in highly effective teams where they focus on collaboration, student learning and results.

Framework for Improving Student Outcomes (FISO)

Throughout the course of 2016 our school focused on the following FISO initiatives:

Building Practice Excellence:

Goal: To continue to build a sustainable Professional Learning Community and continue to work on developing teachers' understanding of the Art and Science of Teaching and the GANAG instructional lesson Model.

As a school, we continued to operate as a PLC, where we used the three big ideas of a PLC to drive school improvement. New staff were inducted into what a PLC is at a network level. The Art and Science of Teaching (ASOT) was used to guide improvement in teacher practice. Teachers conducted Peer Observations and Feedback using ASOTs four times throughout the year.

Goal: To build the capacity of teachers and leaders to implement a cohesive approach to teaching and learning. Regular whole school professional development sessions ensured that we were able to work as a whole school to improve teaching and learning. Professional development occurred in the areas of Literacy, Numeracy, Assessment and Reporting and Student Wellbeing.

Empowering students and building school pride:

Goal: To improve the school processes and programs for preparation of students moving from preschool to school, from year to year, transferring into the school and moving from primary to secondary settings.

Transition from year level to year level improved this year as we conducted information sharing sessions between the students 2015 teacher with the students 2016 teachers. Our Prep teachers liaised with local early childhood settings.

Goal: To build the capacity of teachers to implement an approach to teaching and classroom management that supports an engaging and productive learning environment.

Teachers were allocated time during the day to meet together as a team. This time allowed teachers to plan lessons together and to address any student wellbeing concerns. This ensured that teams worked together to develop strategies to support students in whatever way was necessary to allow them to succeed both academically and socially and emotionally.

Building Communities:

Goal: To improve the communication between families and school for better clarity of student expectations.

School communication began to focus more on the learning that was happening in our school. This was primarily done through the school newsletter. More steps will be taken in 2017 to continue to improve in this area.



Achievement

Somerville Primary School staff work collaboratively to maximise student learning. Our student centred approach ensures that the learning is relevant and specific to individual needs.

Teacher Judgments

Our teacher judgement of student achievement at our school indicates that the percentage of students working at or above the age expected standards Prep-6 in both English and Mathematics are similar to other schools.

NAPLAN DATA

The results for both our Year 3 and Year 5 students in Reading and Numeracy for 2016 and the 4-year average indicate that our students are performing at a level that is comparable to similar schools.

Year Three NAPLAN DATA

According to our 2016 NAPLAN Reading data, our Year 3 students are performing at a level above the median of all Victorian government schools. This is also reflected in the 4-year average in this area. In the area of Numeracy, our Year 3 students are performing similar to like schools; however, this is just below the median of all Victorian government schools.

Year Five NAPLAN DATA

Our Year 5 students also performed at a level similar to like schools in both Reading and Numeracy in 2016. The 4-year average in the area of reading for our Year 5 students' is comparable to the median of all Victorian government primary schools. However, the 2016 results were just below this level. The 4-year average in the area of Numeracy for our Year 5 students' is also comparable to the median of all Victorian government primary schools. The Year 5 Numeracy results for 2016 were in the range of 60% of all Victorian government primary schools. However, the results were below the median of all Victorian government schools.

NAPLAN Learning Gain

Our NAPLAN Learning Gain from Year 3 – Year 5 in the area of Numeracy was pleasing with 64% percent of students achieving Medium to High gain. This is due to the work the school has undertaken in the area of interventions for students who are not performing at the expected level. The students also made solid gains in the area of writing with 83% of our students achieving Medium to High gain. In the area of Reading 42% of students made Low gains.

In 2017, SPS will continue to implement strategies to improve student learning in all areas of the curriculum.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Student Attendance at Somerville Primary School is similar to other schools. However, the trend is that student attendance at our school is improving. Our attendance, whilst similar to other schools, is now better than the median of all Victorian government schools. The improvement of student attendance is due to the strong emphasis we place on student wellbeing, from forming meaningful relationships with our students, parents and wider community. By allocating time at the beginning of each school year where students work through 2 weeks of activities that are designed to allow students to get to know each other, set clear expectations for the year and much more, this builds students' connectedness to their school, classroom, teachers and peers. Our school is a place where students want to come to each day. Student absences are also routinely followed up and this reinforces the importance of student attendance.

Wellbeing

In 2016, our student opinion data from our Year 5 and Year 6 students indicate that they feel connected to school. These results are similar to like schools. The four year trend indicates that our school is performing marginally lower compared to the median of all Victorian government primary schools. With the initiatives that we have implemented in 2016, it is pleasing to see the results are improving in this area. All students participate in circle time to start each day. This allows us to check in with our students each day. Social and Emotional Learning is explicitly taught from Prep to Year 6 using the You Can Do It! Framework. Twice a year we survey our students to gain feedback from them on a range of areas. This approach, along with our emphasis on our school values provides a sound structure around Social and Emotional Learning for our students.

For more detailed information regarding our school please visit our website at 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.




Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.





Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 262 students were enrolled at this school in 2016, 140 female and 122 male. There were < 10% of EAL (English as an Additional Language) students and < 10% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: Median of all Victorian government primary year levels:

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> Similar</p> <p> Similar</p> <p> Similar</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 year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>42%</td> <td>29%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>35%</td> <td>45%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>63%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>50%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>41%</td> <td>38%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	42%	29%	29%	Numeracy	35%	45%	19%	Writing	17%	63%	20%	Spelling	28%	50%	22%	Grammar and Punctuation	22%	41%	38%	<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 year levels:
 Result for this school: Median of all Victorian government primary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 819 1043 913"> <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>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	93 %	93 %	94 %	92 %	93 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	93 %	93 %	94 %	92 %	93 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Lower</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

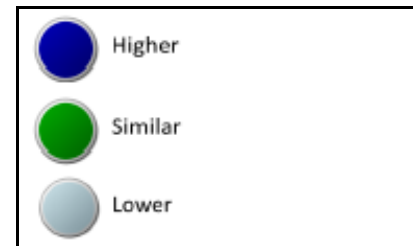
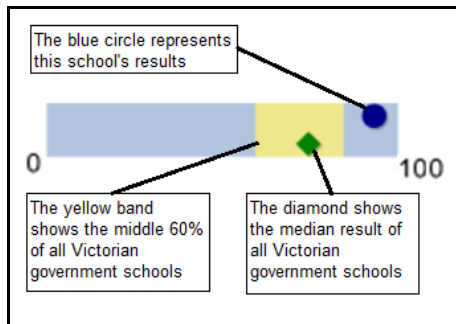
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

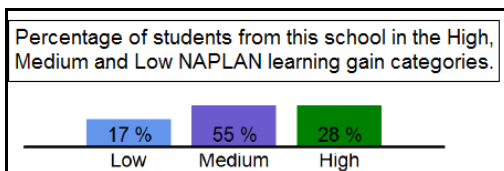
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

Our school is in a sound financial position. We currently have a surplus of \$136,444. This is due largely in part to our participation in the Professional Learning Community Pilot program, where we received a grant as part of this program. This money will be used to employ a PLC Instructional Leader in 2017. Other funds are currently allocated towards the upgrade of our playgrounds.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$1,906,802
Government Provided DET Grants	\$348,563
Government Grants Commonwealth	\$6,375
Revenue Other	\$12,333
Locally Raised Funds	\$149,241
Total Operating Revenue	\$2,423,313

Expenditure	
Student Resource Package	\$1,893,006
Books & Publications	\$1,241
Communication Costs	\$4,098
Consumables	\$54,958
Miscellaneous Expense	\$78,321
Professional Development	\$5,543
Property and Equipment Services	\$106,079
Salaries & Allowances	\$97,116
Trading & Fundraising	\$28,179
Utilities	\$18,330

Total Operating Expenditure **\$2,286,870**

Net Operating Surplus/-Deficit **\$136,444**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$130,868
Official Account	\$9,870
Other Accounts	\$64,092
Total Funds Available	\$204,831

Financial Commitments	
Operating Reserve	\$60,565
Maintenance - Buildings/Grounds incl SMS<12 months	\$32,500
School Based Programs	\$56,087
Maintenance -Buildings/Grounds incl SMS>12 months	\$55,679
Total Financial Commitments	\$204,831

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.