2022 Annual Report to the School Community

School Name: Somerville Primary School (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 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 of the previous calendar year 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 09 March 2023 at 01:21 PM by David Tapp (Principal)

- This 2022 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 16 March 2023 at 03:35 PM by Vaha Lino (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
- 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

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.

What does *'NDP'* or '*NDA*' mean?

'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.

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 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').

About Our School

School context

Somerville Primary School is located in a well-established residential area; with the local community attracting young families with high educational aspirations for their children. The school is considered highly within the community, with a current student population of 370. Somerville Primary School is a nurturing community where students, staff and families come together to create an environment that develops, happy, healthy confident students, underpinned by the knowledge that success and achievement at school, engages and builds confidence that transcends the academic environment and encourages children to seek options and opportunities to maximise their education throughout their lives.

The school is well regarded for its focus on Research and Evidence based approaches to teaching and learning. It is known for its explicit, systematic approach to teaching fundamental concepts and skills to allow students to have the best foundation to extend complex thought and learning in the later years. Somerville Primary School values connection to the local and national realms ensuring all members model and teach inclusion, cultural safety, and respect for our environment. We ensure our students learning opportunities are challenging, differentiated, engaging and promote curiosity. We support students to set goals and monitor their own learning progress. Together we develop community partnerships to support and promote student wellbeing. We have extensive and very well-maintained grounds, which continue to surprise and astound visitors to our school. Our Specialist Programs include Performing Arts, Science, Visual Art, Indigenous Studies and Physical Education. The school has 31 equivalent full-time staff, 2 Principal Class Staff and 7 Education Support Staff. Somerville Primary School is well known for Academic Excellence, Social and Emotional learning, Inclusion and a deep commitment to sustainability.

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 creates meaningful relationships with strong values. Our Mission: Inspiring Excellence in Education… Every Student – Every Time. Somerville Primary School's Statement of Values and Philosophy is integral to the work that we do and is the foundation of our school community. Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults; through enacting our values of:
Courage - To act confidently.
Honesty - To be truthful to yourself and others.
Respect - To acknowledge individuals with courtesy.
Responsibility - To be accountable for your actions.
Trust - To rely on and have faith in others.

Progress towards strategic goals, student outcomes and student engagement

Learning

2022 was a solid year for Somerville Primary School in regards to Achievement and student outcomes, this was shown by both school standardised testing and system measures.

Our NAPLAN Data in Grade 3 was very strong:
• 85.1% of students were in the top three bands for Reading. This is 11.3% above Similar Schools and 8.5% above State.
• 76.1% of students were in the top three bands for Numeracy. This is 17.7% above Similar Schools and 12.1% above State.

Our Grade 5 NAPLAN data:
• 73.5% of students were in the top three bands for Reading. This is 6.8% above Similar Schools and 3.3% above State.
• 52.9.1% of students were in the top three bands for Numeracy. This is 6.7% above Similar Schools and 1.3% below State.

In 2022 at Somerville Primary School there was a greater focus on the triangulation of data; staff used the Fountas and Pinnell BAS along side, PAT-R, Little Learners Love Literacy Assessments and NAPLAN Band Data to support their teacher judgments. This led to Somerville Primary School having 87.4% of students achieving at or above the expected level based on Teacher Judgement for Reading .4% above State and 3.5% above Similar Schools. In Numeracy 87.2% of students were marked at or above the expected level based on Teacher Judgement. 1.3% above State and 3.8% above Similar Schools.

When comparing our 2022 data against four year trend data; our Grade 3 Reading results are 8.2% higher than trend, Numeracy is 4.8% higher than the trend data too. Our Grade 5 Trend data was pleasing; with an increase of 7.1% in Reading, alongside an increase of 3.3% over the trend data in Numeracy. Learning Gain continues to be a focus area, with 88% of students making the expected gain in Reading, based on Benchmark growth in NAPLAN; and 64% of Students making the expected gain in Numeracy.

We have 12 students funded by the PSD program, all students have IEPs and Termly SSGs. All students on the PSD made expected growth in Literacy and Numeracy. Our 12 PSD funded children were able to achieve success throughout the year.

Wellbeing

2022 was another complex year for Somerville Primary School, we were able to run our Wellbeing program for two weeks at the beginning of the year and this was successful. Staff have attended RRRR training as well - moving this into our everyday practice. Number of documented incidents in the yard has decreased by 10% when compared to previous years. Severity of incidents has decreased as shown through the Sentral Data. A new 'Slip System' for behavior tracking has been embedded and is proving positive.

In Term Two we were able to conduct the Attitudes to School Survey; however this was at different times/days due to COVID Absence.
Some key standout results include:
Differentiated Learning Challenge was up to 91%, an increase of 22% from 2019 - our Baseline Year; 7% above State.
Stimulated Learning was up to 88%, an increase of 23% from 2019; 10% above State.
Motivation and Interest was 84%, an increase of 17% from 2019; 6% above State.
Student Voice and Agency was 77%, an increase of 23% from 2019; 12% above State.
Student Sense of Connectedness was 10.3% above State, 13.4% above Similar Schools; last year was 5.5% above our 4 year average.
Student Attitudes to School - Management of Bullying; we recorded 91.3% of students were positive, 15.5% above State and 18.4% above Similar Schools. Percentage of students Not Experiencing Bullying was 99%, 17% above State, 18% above Similar Schools. An outstanding result.
Our management of bullying is overseen by our Assistant Principal; Somerville was 15.5% above State in 2022.

FISO 2.0 increased our focus on Wellbeing and this was used as a mechanism to support students and identify their specific needs. Somerville Primary School is part of the Disability Inclusion Funding rollout; we employed a Learning Specialist who has reviewed all student files and identified gaps, led staff to develop learner profiles and plan for Professional Learning to boost teacher capacity when working and supporting our Tier 2 students. All students have an Inclusion Profile; this is overseen by our Wellbeing Team.

Engagement

Student Attendance at Somerville Primary School was heavily impacted by COVID and the rules around isolation when a family member is positive. In 2022 the average number of absence days was 26.5; 2.2 more than similar schools and 3.2 more than the State Average. This also increased our four year average to 19.3 days, 2.3 more than State. As a school we have communicated the importance of not missing days of school with our parent community. We have also had meetings to discuss attendance with families where necessary. The year levels with greater absence rates were in the higher year levels, with many in Grades 5-6.

Our school places a strong emphasis on student engagement. This is achieved by developing a culture where positive

relationships with all stakeholders are seen as an integral component 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 two 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.

The Staff Opinion Survey continued to be above State; the School Climate based on the Staff Opinion Survey was 14.1% above State. The other significant measures around Collective Efficacy was 88% positive, 16% above State; Academic Emphasis was 86^ positive, 20% above State. Instructional Leadership remained above State as well. The Parent Opinion Survey was lower than previous years; with 77.5% positive endorsement, 2.4% below State. The Parent Opinion Survey was also only completed by less than 10% of our school community, which has impacted the validity of the data set

Other highlights from the school year

Somerville Primary School was selected as a Target 22 School. Somerville Primary worked closely with Dr Ryan Dunn and Dr Simon Breakspear around improving student outcomes in Numeracy. The Target 22 Team implemented outstanding strategies to ensure consistency of practice; enabling and extending prompts but also booster groups to support students. The Grade 5 NAPLAN results in Numeracy were the highest they have been. Three classes were observed by senior members of the Education Department, all commenting on the consistency of practice alongside the high level of engagement and challenge. This work will continue for Somerville Primary as a Regional Focus School for 2023.

Financial performance

Somerville Primary School is in a financially sound position at the end of the 2022 school year. Somerville Primary School ended 2022 with a Net Operating Surplus of $466,301.00. The surplus was a result of increased enrolments from 2019 (270) to 2022 (351) and having staff on long term sick leave. We also received over $100,000 in Tutor Learning and over $100,000 in Disability Inclusion funding. School funds were used to ensure that we were able to provide a comprehensive specialist program which included Music, Visual Arts, Physical Education and also Indigenous Studies. We also continued to receive funding as part of the National School Chaplaincy Program which allows us to provide the services of a School Chaplain for four days each fortnight. Our equity funding was used to increase the hours of our Educational Support Officers. This allowed us to provide more support to those who needed it along with providing intervention for students. Future funding will need to be allocated to maintaining our grounds and in particular addressing the large number of gum trees that are to be trimmed or removed and replaced with trees more suitable to a school setting. School fundraising will be saved to and allocated to upgrading our grounds and more books for our library and classroom libraries. A significant amount of funds were spent in plumbing; drainage and building maintenance. The School Council have begun investigating Shade Solutions for the main playground; this planned expenditure will impact the surplus for Somerville Primary School in 2023.

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 351 students were enrolled at this school in 2022, 179 female and 172 male.

1 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).
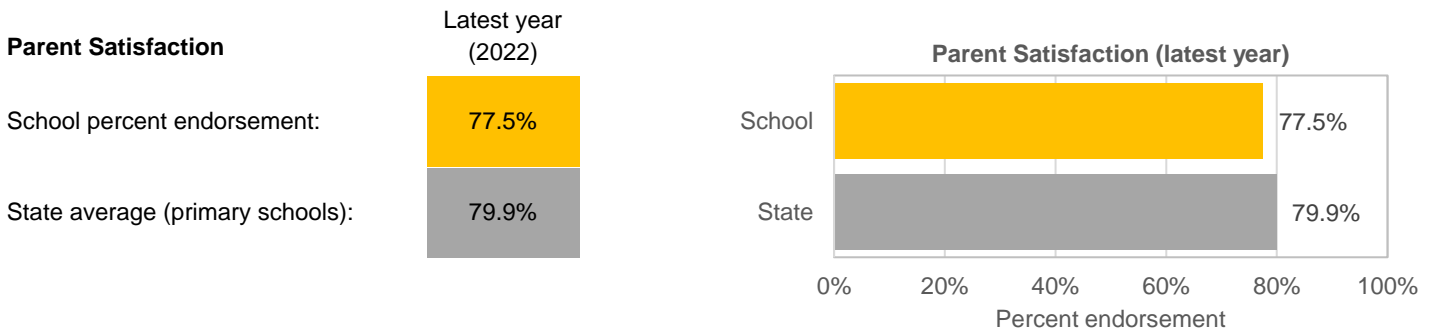
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The 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.
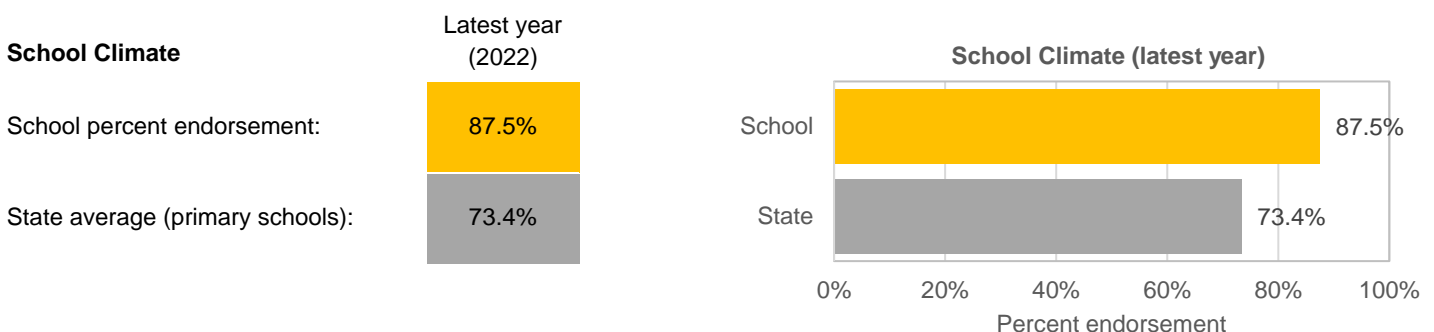
Parent Satisfaction	Latest year (2022)
School percent endorsement:	77.5%
State average (primary schools):	79.9%

Parent Satisfaction (latest year)

School	77.5%
State	79.9%

Percent endorsement

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	Latest year (2022)
School percent endorsement:	87.5%
State average (primary schools):	73.4%

School Climate (latest year)

School	87.5%
State	73.4%

Percent endorsement

LEARNING

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

Teacher Judgement of student achievement

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

English **Years Prep to 6**	Latest year (2022)
School percent of students at or above age expected standards:	87.4%
Similar Schools average:	83.9%
State average:	87.0%

English (latest (year)
Years Prep to 6

School	87.4%
Similar Schools	83.9%
State	87.0%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
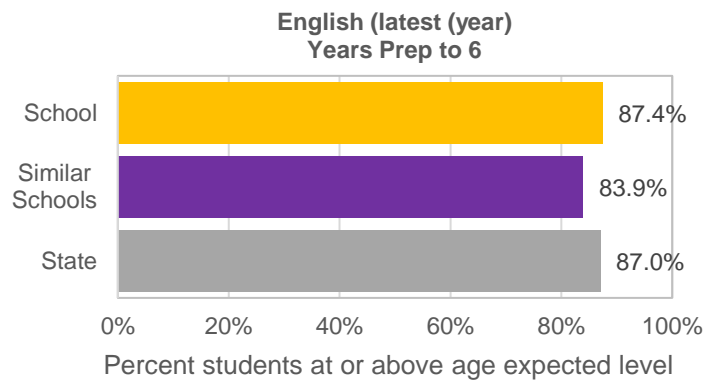
Mathematics **Years Prep to 6**	Latest year (2022)
School percent of students at or above age expected standards:	87.2%
Similar Schools average:	83.4%
State average:	85.9%

Mathematics (latest year)
Years Prep to 6

School	87.2%
Similar Schools	83.4%
State	85.9%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
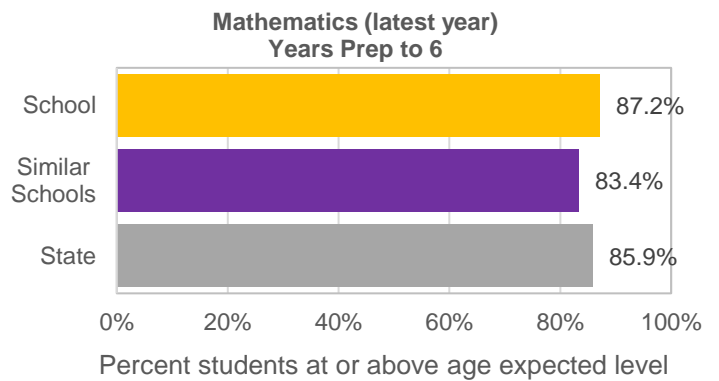
LEARNING (continued)

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

NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.
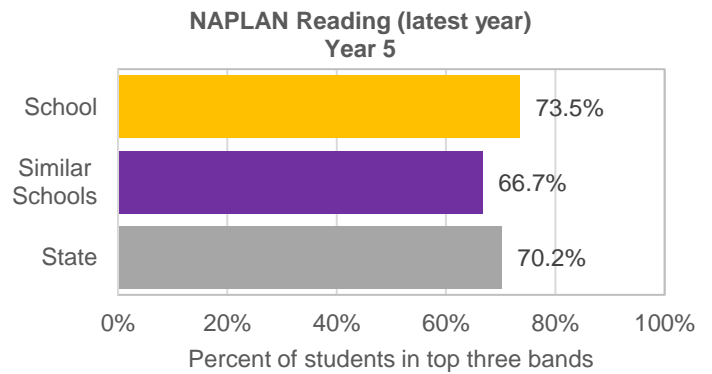
Reading Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	85.1%	76.9%
Similar Schools average:	73.8%	70.9%
State average:	76.6%	76.6%

NAPLAN Reading (latest year) Year 3

School	85.1%
Similar Schools	73.8%
State	76.6%

Percent of students in top three bands
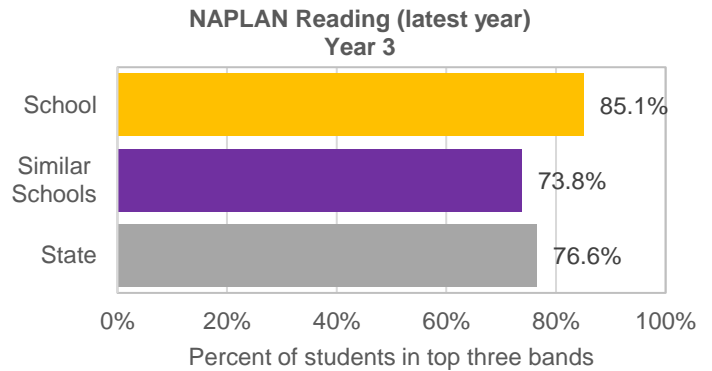
Reading Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	73.5%	66.4%
Similar Schools average:	66.7%	64.3%
State average:	70.2%	69.5%

NAPLAN Reading (latest year) Year 5

School	73.5%
Similar Schools	66.7%
State	70.2%

Percent of students in top three bands

Numeracy Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	76.1%	71.3%
Similar Schools average:	58.4%	60.2%
State average:	64.0%	66.6%

NAPLAN Numeracy (latest year) Year 3

School	76.1%
Similar Schools	58.4%
State	64.0%

Percent of students in top three bands
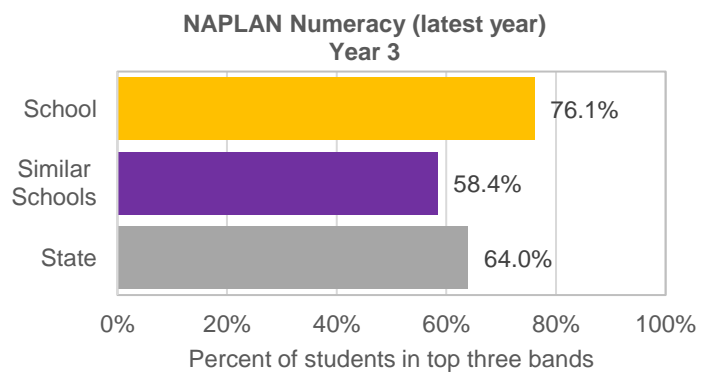
Numeracy Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	52.9%	49.6%
Similar Schools average:	46.2%	49.9%
State average:	54.2%	58.8%

NAPLAN Numeracy (latest year) Year 5

|	
School	52.9%
Similar Schools	46.2%
State	54.2%

Percent of students in top three bands
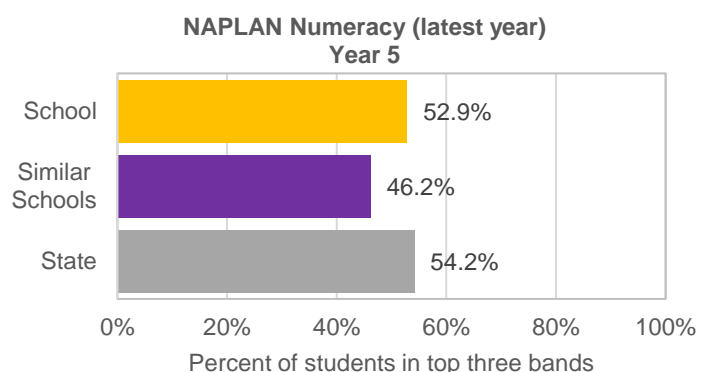
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	88.4%	82.9%
Similar Schools average:	75.0%	77.1%
State average:	78.1%	79.5%

Sense of Connectedness (latest year) Years 4 to 6

|	
School	88.4%
Similar Schools	75.0%
State	78.1%

Percent endorsement
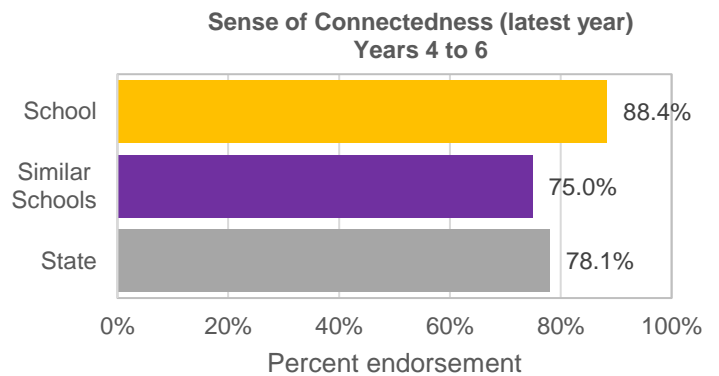
Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	91.3%	83.9%
Similar Schools average:	72.9%	76.7%
State average:	75.8%	78.3%

Management of Bullying (latest year) Years 4 to 6

|	
School	91.3%
Similar Schools	72.9%
State	75.8%

Percent endorsement
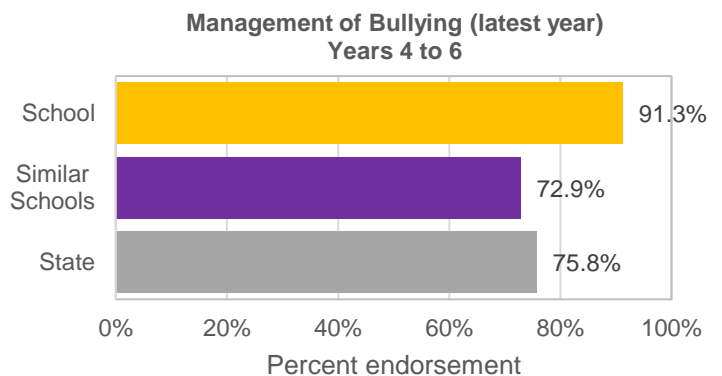
ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years Prep to 6	Latest year (2022)	4-year average
School average number of absence days:	26.5	19.3
Similar Schools average:	24.3	18.4
State average:	23.3	17.0

Student Absence (latest year) Years Prep to 6

School	26.5
Similar Schools	24.3
State	23.3

Average number of absence days
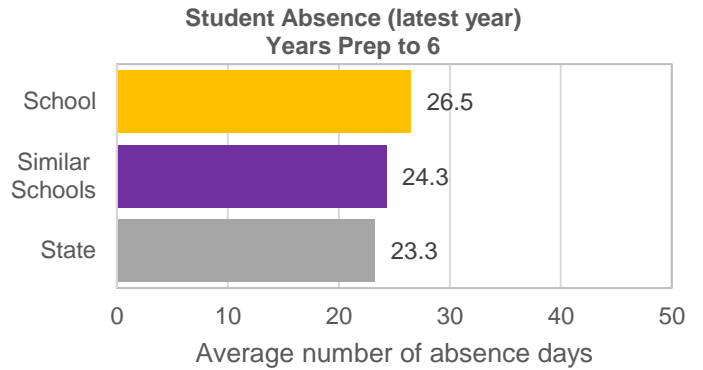
Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	88%	87%	88%	86%	88%	81%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	$3,628,150
Government Provided DET Grants	$622,281
Government Grants Commonwealth	$6,347
Government Grants State	$887
Revenue Other	$26,006
Locally Raised Funds	$207,150
Capital Grants	$36,243
Total Operating Revenue	**$4,527,062**

Equity [1]	Actual
Equity (Social Disadvantage)	$141,736
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$141,736**

Expenditure	Actual
Student Resource Package [2]	$3,271,011
Adjustments	$0
Books & Publications	$6,602
Camps/Excursions/Activities	$99,939
Communication Costs	$10,903
Consumables	$99,840
Miscellaneous Expense [3]	$13,288
Professional Development	$15,477
Equipment/Maintenance/Hire	$107,849
Property Services	$118,875
Salaries & Allowances [4]	$141,641
Support Services	$89,671
Trading & Fundraising	$26,534
Motor Vehicle Expenses	($12)
Travel & Subsistence	$899
Utilities	$22,001
Total Operating Expenditure	**$4,024,519**
Net Operating Surplus/-Deficit	**$466,301**
Asset Acquisitions	**$72,913**

(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 25 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	$200,595
Official Account	$28,859
Other Accounts	$5,592
Total Funds Available	**$235,046**

Financial Commitments	Actual
Operating Reserve	$112,108
Other Recurrent Expenditure	$4,778
Provision Accounts	$0
Funds Received in Advance	$31,370
School Based Programs	$25,301
Beneficiary/Memorial Accounts	$420
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$2,300
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$69,950
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$246,227**

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.