

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 22 March 2024 at 03:49 PM by Steven Hamill (Principal)

- This 2023 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 23 March 2024 at 08:36 AM 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).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 393. 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. We are currently working in partnership with the VSBA to implement the construction of covered outdoor learning area over our basketball courts. This feature will further enhance our capacity to provide outstanding learning outcomes for our students. Our Specialist Programs include Performing Arts, Visual Arts, Auslan and Physical Education. The school has 32 equivalent full-time staff, 2 Principal Class Staff and 11 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, Honesty, Respect, Responsibility and Trust.

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 was a very good 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:

- 81.4% of students were in Strong or Exceeding for Reading. This is 16% above Similar Schools and 11.8 % above the State average
- 75.9% of students were in Strong or Exceeding for Numeracy. This is 14.1% above Similar Schools and 8.5 % above the State average.

Our Grade 5 NAPLAN data:

- 90.3% of students were in Strong or Exceeding for Reading. This is 16.3% above Similar Schools and 13.4% above State.
- 80.6% of students were in Strong or Exceeding for Numeracy. This is 21.4% above Similar Schools and 12.4% above the State average.

In 2023 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 Data to support their teacher judgments. This led to Somerville Primary School having 91% of students achieving at or above the expected level based on Teacher Judgement for

Reading, 5% above State, 6% above Network Schools and 7% above Similar Schools. In Numeracy 93.3% of students were marked at or above the expected level based on Teacher Judgement. 7.3% above State, 6.6% above Network Schools and 8% above Similar Schools.

When comparing our 2023 data against four year trend data; our Grade 3 Reading results are .25% higher than trend, Numeracy is 10% higher than the trend data too. Our Grade 5 Trend data was pleasing; with an increase of 16.25% in Reading, alongside an increase of 17.5% over the trend data in Numeracy. Learning Gain continues to be a focus area, with 94% of Year 5 students making medium to high learning growth in Reading, based on Relative Growth in NAPLAN; and 81% of Year 5 Students making medium to high learning growth in Numeracy.

We have 6 students funded by the PSD program, and 11 students funded in Tier 3 Disability Inclusion, all students have IEPs and Termly SSGs. All students on the PSD made expected growth in Literacy and Numeracy.

Wellbeing

2023 was a year of consolidation 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. Our Staff continued implementing the RRRR practices. As a result of our strong wellbeing program we achieved pleasing results in our Attitudes to School Survey.

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 92%, an increase of 27% from 2019; 15% above State. Motivation and Interest was 85%, an increase of 18% from 2019; 6% above State. Student Voice and Agency was 82%, an increase of 23% from 2019; 12% above State. Student Sense of Connectedness was 85% 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 88% of students were positive, 15.5% above State and 18.4% above Similar Schools. Percentage of students Not Experiencing Bullying was 67% 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

In 2023 the average number of absence days was 18.1 ; 2.5 days less than similar schools and 2.4 days less than the State Average. This resulted in our four year average to 19.7 days, 1.6 days 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 Grade 5/6 year levels. Foundation year level had the lowest absence rates.

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

In 2023 Somerville P.S has attained the rating of an influence school in the school performance report. This is a fantastic achievement and is the first time that Somerville P.S has achieved this rating. This is a credit to the high-quality teaching and learning that occurs at Somerville P.S on a daily basis. We received a 1million-dollar grant from the state government for a covered outdoor learning area. We were only one of two schools on the Mornington Peninsula who successfully received this funding. We look forward to this project being completed in this year. Approximately 90 students from years 3-6 participated in the Wakikiri performing arts event and we received an award for our outstanding performance. Our Somerville PS art show was a huge success, exhibited by the outstanding quality of work produced by our students. We continued our work to become a sustainable school receiving our 4th star in the process. Our year 3/4 students enjoyed their time at Lord Somers Camp and our year 5/6 students had a fabulous experience at Camp Rumbug.

Financial performance

Somerville Primary School is in a financially sound position at the end of the 2023 school year. Somerville Primary School ended 2023 with a Net Operating Surplus of \$369,032 The surplus was a result of increased enrolments from and having staff on long term sick leave. We also received over \$100,000 in Tutor Learning and almost \$200,000 in Disability Inclusion funding. This funding together with equity funding means we are able to employ Education Support staff and run excellent wellbeing support programs. School funds were used to ensure that we were able to provide a comprehensive specialist program which included Music, Visual Arts, Physical Education and 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. This allowed us to provide more support to those who needed it along with providing intervention for students. Funds in 2023 were spent to refurbish the school library, re carpet areas in the main building and installation of shade sails. Grounds continued to be maintained with the addition of educational ground markings to play areas. School fundraising will be saved to be allocated to a new junior school playground, upgrading our grounds and ongoing purchase of books for our library.

For more detailed information regarding our school please visit our website at somerville.ps@education.vic.gov.au

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 370 students were enrolled at this school in 2023, 187 female and 183 male.

2 percent of students had English as an additional language and 3 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).

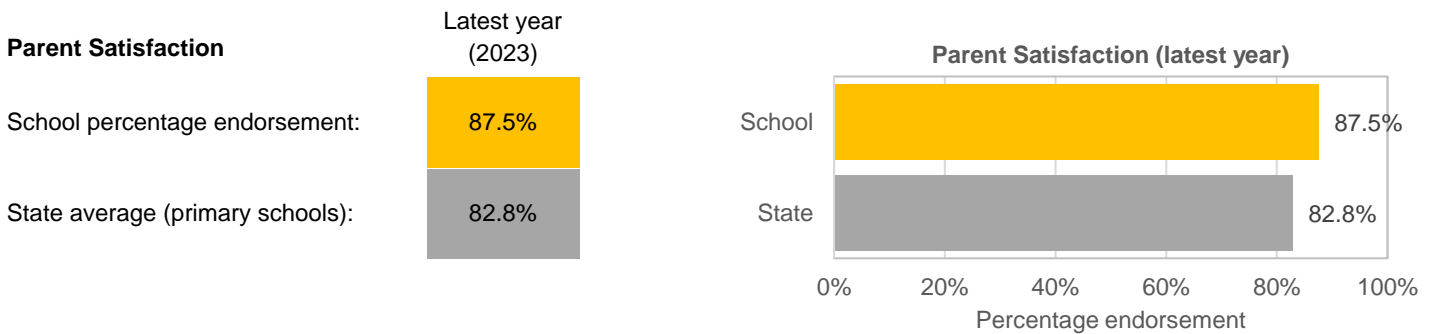
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

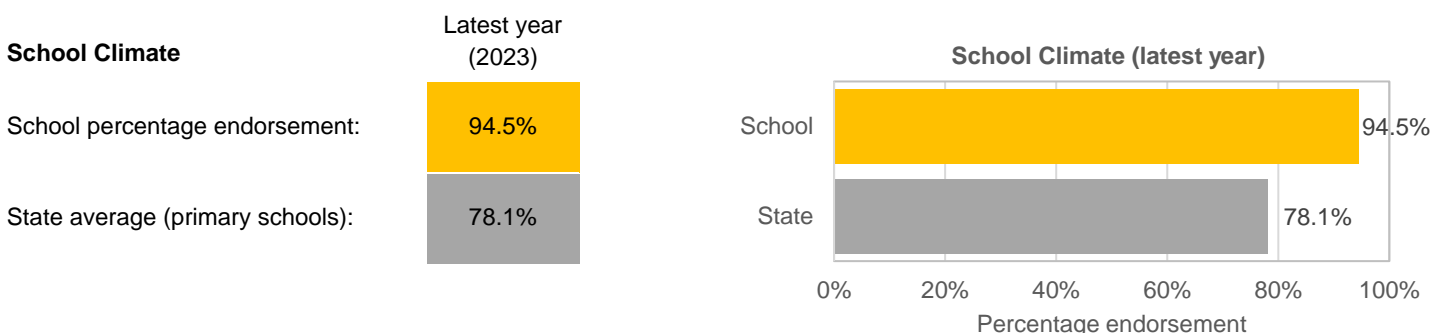


School Staff Survey

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.



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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

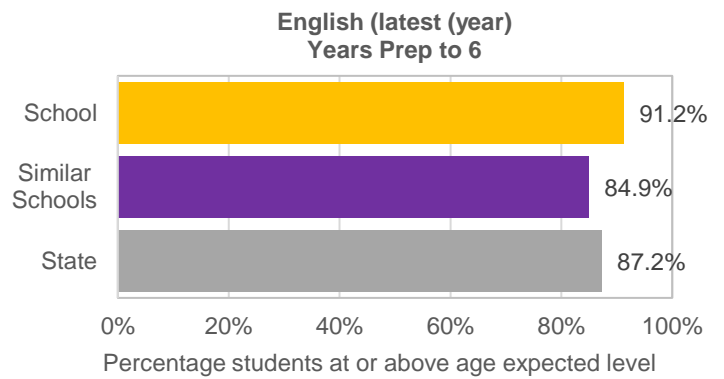
91.2%

Similar Schools average:

84.9%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

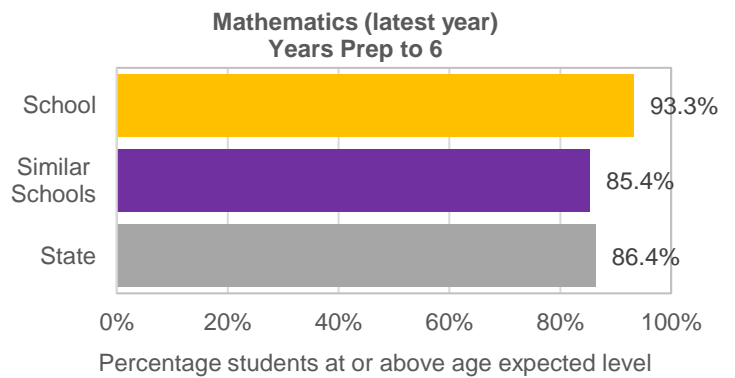
93.3%

Similar Schools average:

85.4%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.4%

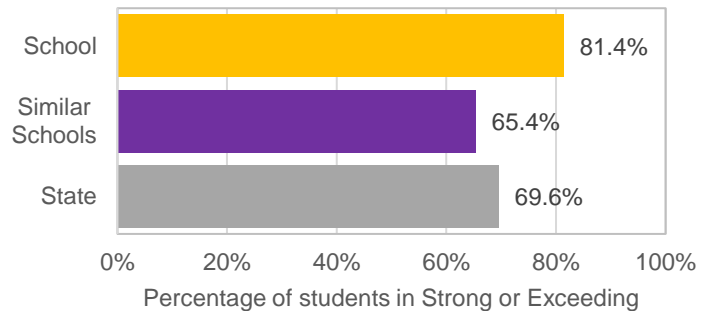
Similar Schools average:

65.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

90.3%

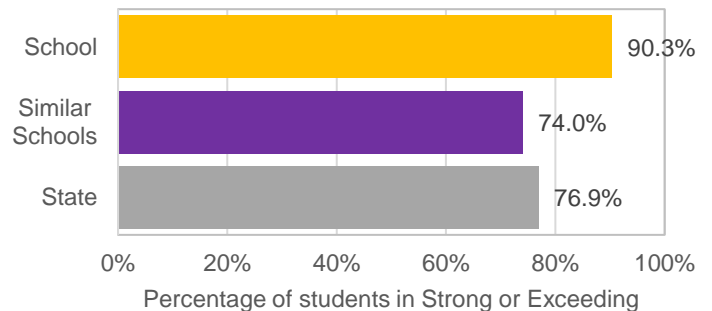
Similar Schools average:

74.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.9%

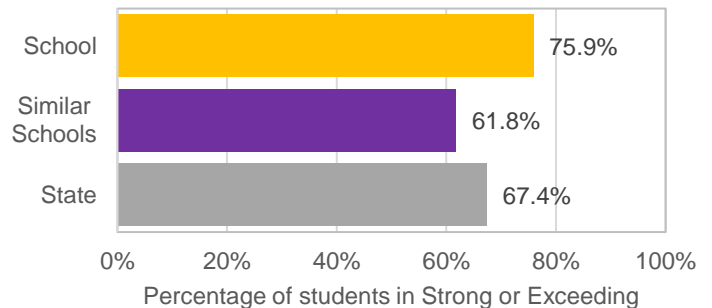
Similar Schools average:

61.8%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.6%

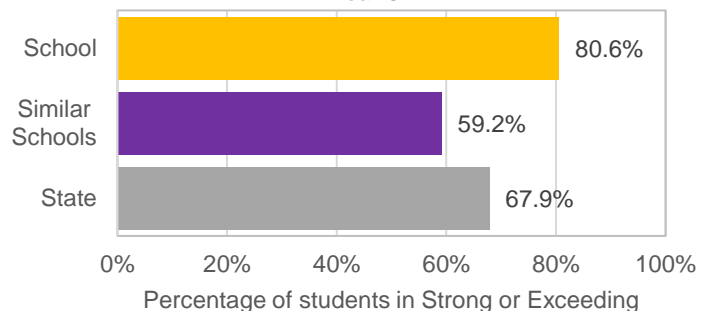
Similar Schools average:

59.2%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

85.1%

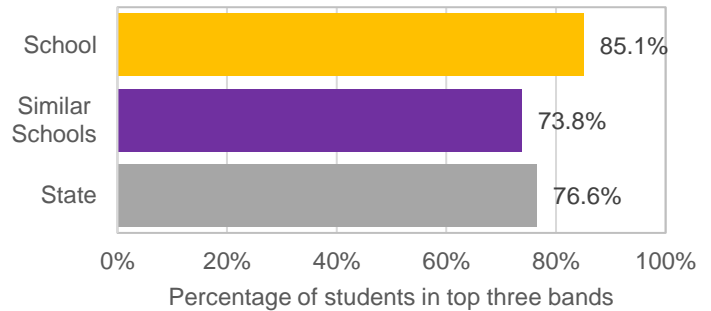
Similar Schools average:

73.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

73.5%

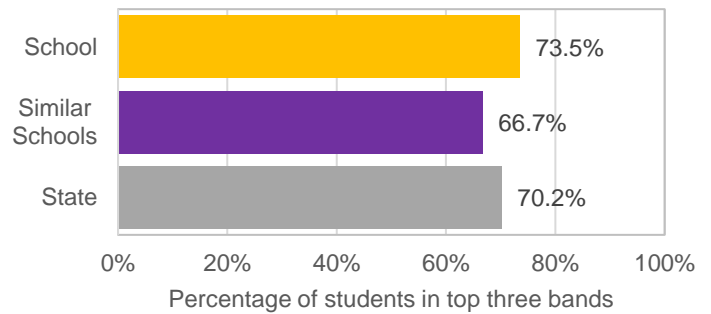
Similar Schools average:

66.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

76.1%

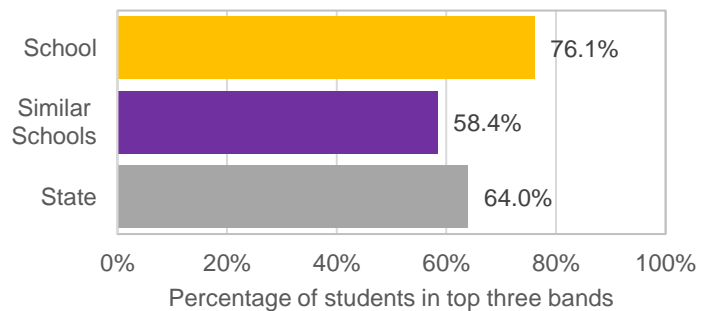
Similar Schools average:

58.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

52.9%

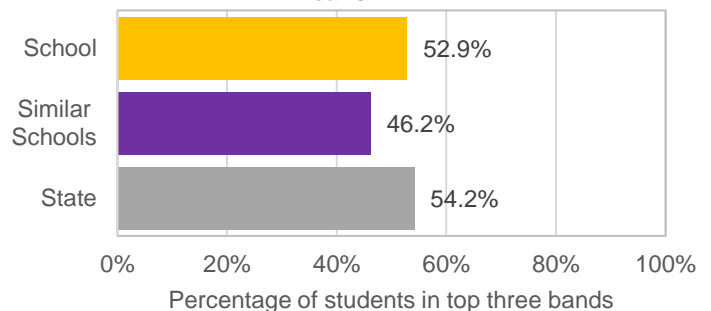
Similar Schools average:

46.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

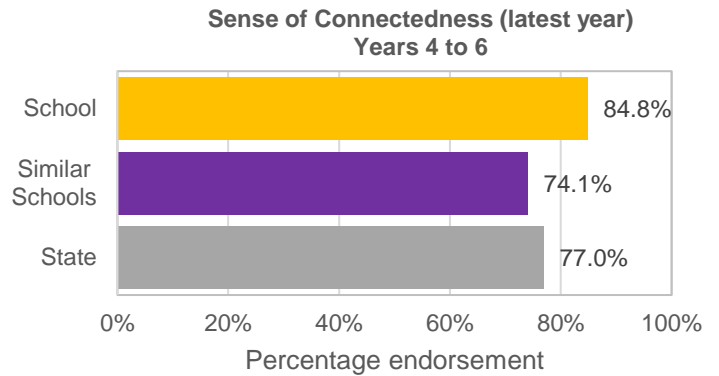
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	84.8%	85.7%
Similar Schools average:	74.1%	76.2%
State average:	77.0%	78.5%

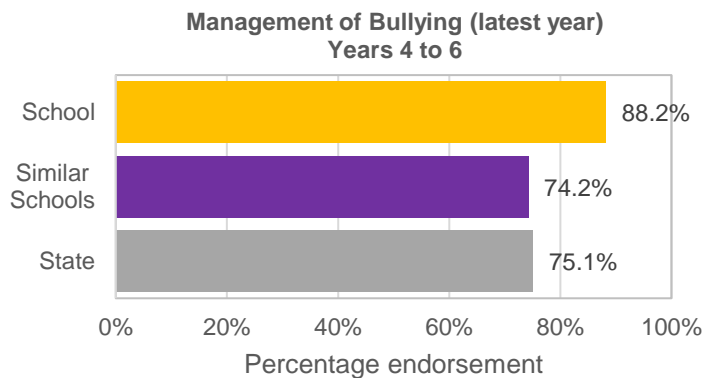


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	88.2%	87.9%
Similar Schools average:	74.2%	75.4%
State average:	75.1%	76.9%



ENGAGEMENT

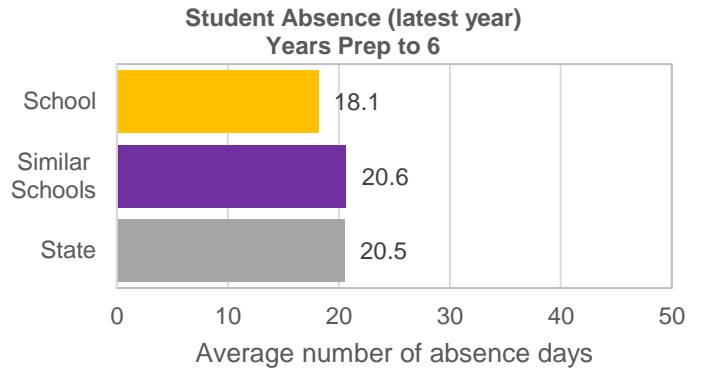
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	18.1	19.7
Similar Schools average:	20.6	19.3
State average:	20.5	18.1



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 (2023):	93%	92%	92%	91%	91%	89%	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,801,004
Government Provided DET Grants	\$795,258
Government Grants Commonwealth	\$9,171
Government Grants State	\$0
Revenue Other	\$18,811
Locally Raised Funds	\$283,539
Capital Grants	\$0
Total Operating Revenue	\$4,907,784

Equity ¹	Actual
Equity (Social Disadvantage)	\$144,250
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$144,250

Expenditure	Actual
Student Resource Package ²	\$3,597,602
Adjustments	\$0
Books & Publications	\$15,544
Camps/Excursions/Activities	\$145,461
Communication Costs	\$4,306
Consumables	\$59,567
Miscellaneous Expense ³	\$9,049
Professional Development	\$21,153
Equipment/Maintenance/Hire	\$86,790
Property Services	\$114,775
Salaries & Allowances ⁴	\$164,668
Support Services	\$68,314
Trading & Fundraising	\$27,537
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$657
Utilities	\$19,928
Total Operating Expenditure	\$4,335,350
Net Operating Surplus/-Deficit	\$572,434
Asset Acquisitions	\$271,107

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$351,271
Official Account	\$1,176
Other Accounts	\$12
Total Funds Available	\$352,459

Financial Commitments	Actual
Operating Reserve	\$106,205
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$53,337
School Based Programs	\$62,272
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$21,043
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$60,000
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	\$302,858

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