

2016 Annual Report to the School Community

School Name: Somerville Rise Primary School

School Number: 5372



Name of School Principal:	Nicky Fammartino
Name of School Council President:	Nicole McClelland
Date of Endorsement:	24/04/2017

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.



About Our School

School Context

Somerville Rise Primary School is a 10 minute drive from Frankston on the Mornington Peninsula and commenced operation at the start of 1995. The school is situated on the corner of Blacks Camp Rd and Graf Rd and has a well maintained and attractive indoor and outdoor environment, with plenty of open space for children to play including 3 adventure playgrounds and 4 hard-court areas. The school borders with the local Somerville Secondary College and a well-developed wetlands reserve. Also adjacent to our school (across the road) is Blacks Camp Pre School which has a close association with our school. Our workforce composition is made up of two full time Principal Class (one Principal and one Assistant Principal), 16 teachers 1 business manager, 2 office staff and 5.6 Education Support Staff.

At Somerville Rise Primary School our teaching staff are a dedicated group who provide a high level personalized comprehensive curriculum for all students from Prep to 6. We have specialist teachers in Physical Education, ICT, and Environmental Science, Indonesian and Performing Arts and a strong focus on environmental education, being a 5 star sustainable school.

Our school offers a valued instrumental Music program for students Prep to 6, a well-regarded student leadership program, a number of extra-curricular programs such as camps and water safety programs, and a school counsellor who assists with pastoral care. Our school has strong links with the local community and provides many opportunities to extend our students to be involved in within their local community. An Outside School Hours Care program is operated by Camp Australia on the school site. For more information please visit our school website.

Framework for Improving Student Outcomes (FISO)

Our school has been on a pedagogical journey based on the work of Patrick Griffin through Melbourne University to establish Professional Learning Teams (PLT's) for the past 5 years. We believe as a teaching group that a focus on teaching practice will be the main driver in improving student learning. The FISO priority that has been the driver of our work this year is Excellence in Teaching and Learning- specifically "Building practice excellence"

- All teacher planning documents reflect Big Write and VCOP strategies and all teachers assessed student writing samples using the criterion scale
- Analyse survey data and make recommendations from the leadership team to Professional Learning Teams (PLTs)
- Meeting schedule will reflect time allocated to staff professional development on Sound Waves
- Cybersafety incorporated in termly planning
- Nadia Walker PD held for all staff – 4 part maths lesson plan
- Personalised learning – students able to articulate current learning achievements and future goals

Achievement

The school has continued to focus on providing consistent and research based programs in English and Maths at students' point of need. Teachers used a range of data to determine student achievement which included school based pre and post testing, onDemand testing and observation. NAPLAN also provided another source of data and formed the targets for the Annual Implementation Plan. In NAPLAN Reading at the Year 3 level students performed below similar schools but over a three year average they performed similarly.

In NAPLAN Reading in Year 5 level students performed close to similar schools and there were a significant number of students (27.3%) who achieved high relative growth. In NAPLAN Numeracy in the Year 3 level students performed close to similar schools 2016 and over a three year average they performed similarly. In NAPLAN Numeracy in Year 5 level students performed close to similar schools but there was a decline in the number of students (from 19.2% to 4.7%) who made high relative gain. The highest proportion of Year 5 students (65%) made medium relative growth from a medium to high level in Year 3. In NAPLAN Writing at the Year 3 level students performed close to similar schools but over a three year average they performed similarly with an improving trend. In NAPLAN Writing in Year 5 level students performed close to similar schools and there were a significant number of students (27.3%) who achieved high relative growth.

Curriculum Framework implemented in 2016

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



Engagement

We encourage positive attitudes to learning and respect for others through a supportive, safe and dynamic learning environment. The school has provided many hands-on learning programs of which some include Life Skills programs, an active Sporting program, Music, Visual Arts, I.C.T. and Performing Arts. We have a focus on inquiry and ensure all students receive engaging programs with a multi-sensory approach at the individual's point of need.

In 2016 there were 17% of students with 20 or more absences days and this is an improvement on the 2012-16 average of 19%. This compares favourably with similar schools which had 22% of students with 20 or more absences days. The average absence for 2016 was 15.1 days which was slightly above the 2012-16 average of 14 days. In 2016 58% of Year 5/6 students felt connected to the school (all primary schools 66%) which was a marked improvement on 2015 (41%). 86% of parents were satisfied with the school overall (all primary schools 88%). Year 5/6 students were extremely positive in their motivation (83%), learning confidence 66%), their connectedness to their peers (76%) and their perception of teacher effectiveness 63%) and empathy (61%).

Wellbeing

The school places a strong emphasis on a Restorative Practices approach to student wellbeing whilst focusing on its school values. In 2016, we continued to refine our tracking and documentation, allowing us to secure funding for students with severe behaviour disorders.

We promote positive student behaviour through our values system and highlight and acknowledge students at our fortnightly assembly and through the classroom clip up system. Our School Chaplain provided support for students, families and staff and has engaged with many parents. There are a number of private counsellors and psychologists who engage with students and families at school through the Medicare system and we work closely with Peninsula Health to ensure both a whole school approach to organisational health and safety and an individualised approach to student wellbeing.

All Year 6 students have leadership positions, which cover a wide variety of responsibilities throughout the school. The Students Representative Council (SRC) is proactive in organising fundraisers and special events. The school works a variety of community services to ensure individuals and families are receiving the support necessary for them to be happy and successful members of the community.

For more detailed information regarding our school please visit our website at
www.somerville-rise-ps.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 328 students were enrolled at this school in 2016, 132 female and 196 male. There were 2% of EAL (English as an Additional Language) students and 2% 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 style="text-align: center;"> Lower</p> <p style="text-align: center;"> Lower</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> Lower</p> <p> Lower</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"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36%</td> <td>36%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>65%</td> <td>5%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>50%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>56%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>44%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	36%	36%	27%	Numeracy	30%	65%	5%	Writing	23%	50%	27%	Spelling	26%	56%	19%	Grammar and Punctuation	28%	44%	28%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	36%	36%	27%																							
Numeracy	30%	65%	5%																							
Writing	23%	50%	27%																							
Spelling	26%	56%	19%																							
Grammar and Punctuation	28%	44%	28%																							



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="560 824 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>93 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> <td>91 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	94 %	93 %	91 %	91 %	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										
93 %	92 %	94 %	93 %	91 %	91 %	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> Lower</p> <p> Similar</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> Lower</p> <p> Similar</p>

How to read the Performance Summary

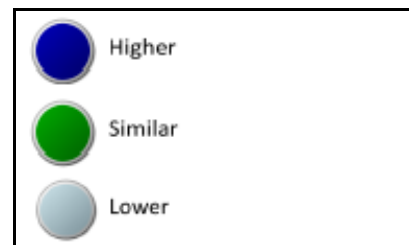
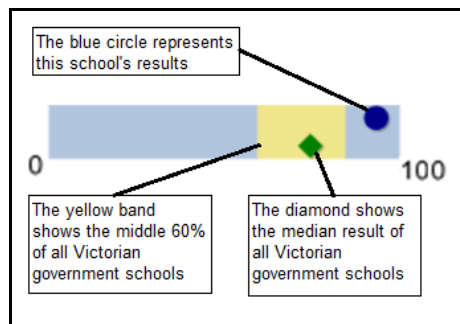
What are student outcomes?

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.

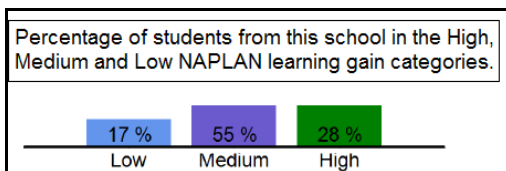
You can see these results for the latest year, as well as the average of the last four years (where available).

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

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

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

Revenue	Actual
Student Resource Package	\$2,266,549
Government Provided DET Grants	\$405,999
Revenue Other	\$162,602
Locally Raised Funds	\$191,572
Total Operating Revenue	\$3,026,722

Expenditure	
Student Resource Package	\$2,223,599
Books & Publications	\$2,718
Communication Costs	\$11,900
Consumables	\$45,598
Miscellaneous Expense	\$134,451
Professional Development	\$14,360
Property and Equipment Services	\$144,488
Salaries & Allowances	\$82,409
Trading & Fundraising	\$43,278
Utilities	\$27,055

Total Operating Expenditure **\$2,729,856**

Net Operating Surplus/-Deficit **\$296,866**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$247,646
Official Account	\$7,798
Other Accounts	\$45,079
Total Funds Available	\$300,524

Financial Commitments	
Operating Reserve	\$79,541
Capital - Buildings/Grounds incl SMS<12 months	\$3,883
Revenue Received in Advance	\$32,913
School/Network/Cluster Coordination	\$182,664
Other recurrent expenditure	\$1,523
Total Financial Commitments	\$300,524

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.

All grounds and buildings were maintained to a high standard to ensure a safe and attractive learning environment. All curriculum programs were resourced appropriately ensuring that spending was targeted and prioritized according to our strategic plan goals. School Council via the finance subcommittee are diligent in their duties of endorsing all expenditure and approving the schools cash budget. The school is holding \$182664 funds for the SSSO network. We operated at a surplus of \$32732 in 2016 in anticipation of a deficit in 2017 due to a declining population and aging workforce.