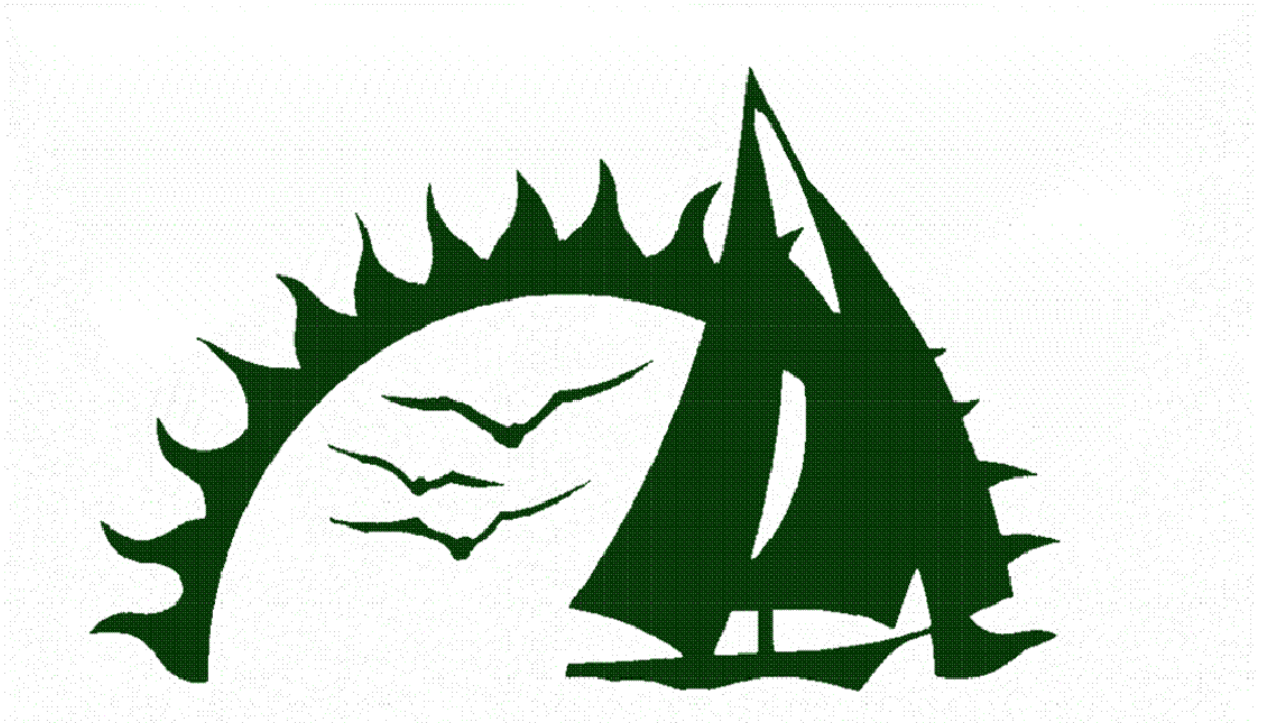


**2008 Annual Report to the
School Community**



Somers Primary School 4458

School Overview

- Somers Primary School conducted a School Review in 2008. Somers Primary School faces major challenges in the next four years. The establishment of effective learning structures will be a major focus. This will include the development of scope and sequence documents and strategies to build individual performance through the development of an understanding of how individuals learn. We plan to broaden our repertoire of teaching and learning skills to ensure that every individual is the best they can be. The implementation of Individual Learning Plans will assist in this process. The school will also be working to ensure all children can gain access to gifted and talented programs in a wide range of areas, particularly English Mathematics and Science.
- We will continue to build our love of the environment and our understanding of Earth systems, how these interact and the impact of people on the planet.
- Transition and Pathways will continue to be developed, particularly pre-school to Prep and Year6 to Year 7 transitions.
- An effective and coherent policy and program of student wellbeing will be developed to ensure the children are happy, effective learners.
- Student enrolments -

• 2008	• 144
• 2007	• 134
• 2006	• 145

- Enrolments remain steady at around the 130-150 range. There has been a tendency for the school to have more boys than girls.

- Parent Satisfaction -
- The Parent satisfaction variable for 2008 was 5.61. This is below the 25th percentile and well below state mean. The trend between 2006 and 2008 has been downward. The results for 2007/2008 were generally steady. In 2009 additional work will be carried out to improve parental involvement and the relationship between the school and the parent body.

- General Satisfaction

• 2006	• 5.83
• 2007	• 5.6
• 2008	• 5.61

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- Commonwealth Requirements
- **Teacher Satisfaction** – The average score for School Moral in 2008 was 58.3 out of a possible 100. The state mean was 80.8. School morale has declined significantly over the past 3 years from 75 in 2006. In 2009 considerable consultation will occur with the staff to devise strategies and procedures to raise these figures to at least state average.
- **Teacher Absence** – *“The average number of days absent per teacher in 2008/9 was 5.2 days.”*
- **Teacher Retention** – Teaching staff retention in 2008 was 100%
- **Teacher participation in professional learning** – “All teaching staff have participated in professional learning throughout the year, such as the Teacher Professional Leave Program, Australian Government Quality

Teacher Program and the Induction / Mentoring
for Beginning program for teachers

Teacher Qualifications – All *teachers in* Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at; http://www.vit.vic.edu.au/content.asp?Document_ID=241 .

Principal's Report

2008 was a disrupted year for Somers PS. Mr Wayne Whitworth commences the year as Principal, but was appointed to Tootgarook PS at the end of term 3. Mr Geoff Seeckts filled the vacancy in term 3 and Mr David Ingham in term 4.

In general term Somers Primary School has experience a great deal of instability over the years as new Principals come and go. This has resulted in a lower than expected school performance in some areas. Considerable work was carried out in 2008 to create infrastructure and processes to address these issues. This work was carried out by all three principals who led the school in 2008. Considerable work was undertaken by the dedicated and caring staff to ensure that the learning of children was the best it could be. This is a continuing task which is being vigorously undertaken by the teaching, support and administration staff.

The School Council greatly supported the school through the year. This included a difficult Principal selection process which resulted in the temporary appointment of Mr David Ingham for the next two years.

The future of Somers Primary School is looking a great deal more settled thank to the combined intervention of the School Council and the Education Department.

Thanks to Mr Martyn Allenby, School Council President, Mr Wayne Whitworth and Mr Geoff Seeckts for their contribution to the school. Thanks also to all staff members, Administration, Support Staff and Teaching Staff for their commitment to the children of Somers Primary School.

David Ingham
Acting Principal

School Council President's Report

Somers Primary School ran an active program in 2008. This included a wonderful Treasure Hunt as part of the school's teaching and learning program.

The school has a proud history of serving the Somers community and 2008 was another year in which the school community supported the school in its most important task of teaching our children.

Our Arts Fair was a great success as were the series of working bees conducted over the year. There was a huge amount of parental involvement in the school through Reading Groups, Running Club, Sporting and Cultural Events.

Some disruption occurred when Mr Whitworth was appointed to Tootgarook Primary School. Mr Geoff Seeckts filled in admirably in term3 whilst Mr David Ingham was appointed for term 4.

During term 4 a community meeting was held to clarify the future direction of the school. At this meeting much valuable information was gained from the parent body about the skills and values they would like Somers Primary School to embody. This valuable information will be used in the Business Plan which will accompany the Strategic Plan. In 2008 we held our review which has resulted in a new Strategic Plan for the next four Years. The Strategic plan and the Business Plan will guide the schools future providing much needed continuity for the school.

The Arts Fair provided much needed funds to the school. The Arts Fair Committee under the leadership of Louise Adams ran an excellent day with much support from the community. Thanks to all involved.

My thanks to all those people who contributed to the success of Somers primary School in 2008. Special thanks to Pauline Drummond and Denise Harrison and Bernard Rich who played a major role in the Principal Appointment process. We are looking forward to a period of growth and development in the future. Thanks to the School Council for their energy and wisdom. The Teachers, administration and Student support workers have all contributed

significantly to the success of the year. Thanks to each and every one.

Martyn Allenby
School Council President.

TREASURER'S REPORT.

2008 was a successful year in terms of Locally Raised Funds. The Arts Fair was a great success, raising about \$30,000-00 for the school. Lunch orders also provided useful funds for the school.

At the end of 2008 Somers Primary School recorded a small surplus in terms of its cash funds, following the full funding of all programs.

The staffing budget recorded a loss of over \$48,000-00 for 2008. Considerable planning has taken place in term 4 to repay the amount outstanding to the Education Department by the end of 2010.

Our Before and After School Care Program operated very successfully and also recorded a small surplus.

My thanks to all those involved in Somers Primary School's fundraising events. Our children have gained significantly for the money raised.

Susanne Van Der Peet
Treasurer

Student Progress & Achievements

Student Engagement and Wellbeing

Student Learning

Whilst the school performed well in the Year P-2, there is a decline in learning standards as children progress through the senior school

In Reading, Writing and Spelling and Numeracy, the Year 3 school average was above state average.

In year 5 Reading was at state average, while Writing, Spelling and Numeracy were slightly above. When the results are compared with NAPLAN bands, 60% of children in Year 3 performed at or above Bands 5&6 in Reading. This was significantly above SFO levels.

In Year 5 10% of children performed at Bands 3&4, whilst 20% performed at Band 6, with 20% at Bands 7&8. This was significantly above SFO levels. In Writing the Year 3 children performed better than the Year 5 children with 60% achieving at Bands 5&6. In Year 5 15% performed at Bands 7&8, but over 20% performed at band 5 or below.

The same pattern is repeated in Numeracy with over 60% of Year 3 students performing at or above Bands 5&6, whilst in Year 5, 35% performed at or above Bands 7&8.

As NAPLAN is a new test there are no comparison figures from Year 3 to Year 5. From these figures it is reasonable to suggest that the curriculum in Years 3-6 needs to be reviewed in 2009 and support provided to extend good learners and to assist those who need additional support.

A Mathematics coach has been attached to the school for 2009.

The 2008 Attitudes to Schools Survey indicated that Student wellbeing was significantly above the state average, with student morale registering 5.82 and Student Distress 6.07. These figures show that the children at Somers Primary School see themselves as happy and well and that their relationships are sound. The Student Safety variable scored 4.38. Out of a possible 6 which is significantly higher than the state average. This is an excellent result which indicated that there is little bullying in the school.

The variables related to teacher effectiveness, Teacher Empathy, Stimulating and School Connectedness are a great deal lower, all sitting in the 2nd quartile. These figures indicate that the children do not have a high degree of connectedness to the school, but at the same time the connectedness to peers variable are also well above State Average.

In 2009, there needs to be a concerted effort to build relationships between teachers and children, and changes to the curriculum to make learning more active and stimulating. This needs to ensure that the levels of intellectual engagement are raised along with the standards of learning.

At the same time Student Motivation and Learning Confidence are also well above State Average indicating that the children feel Motivated and confident with their learning.

Average number of absent days for 2008 was about 15 per student, which is a slight increase on previous years. Whilst this figure is high, many of these absences can be accounted for as the result of parents taking their children on holiday. In order to avoid disruption to the school program, we will prepare a set of holiday packs to enable children to continue their studies whilst away. In addition we have targeted those families where there are high absences. This has included letters sent home with December reports and follow up interviews.

Student Pathways and Transitions

Transitions through the school operate smoothly with children progressing from year to year with a minimum of disruption. The Year P-2 children perform really well on the key indicators, but this drops away as they move through the school. Whilst this is in line with state wide trends, it possibly reflects the change of teaching practice from basically auditory to visual based teaching. In 2009 there will be a concerted effort to shift the teaching based strategy approach to reflect a broader repertoire of teaching and learning strategies.

In terms of the transition of children relating to Wellbeing, the school performs extremely well. Children feel safe and secure and relationships are healthy.

Most children from Year 6 progress to Dromana Secondary College. There are well established procedures relating to transition and this works effectively, with children settling into the secondary environment with a minimum of disruption. Relationship between the schools is positive and productive.

Future Directions

The focus for 2009 is to build the curriculum across the school. This will occur in the following areas:

Individualising the curriculum to meet the learning needs of the children. Comprehensive plans have been developed to meet the needs of children who need additional assistance to achieve their potential and those who require extension programs. In Literacy, additional support is provided through Reading Recovery, Language support, and individual and small group support using teacher aides. In addition, parents and volunteers will be used to support children with specific learning needs.

In the senior school, children in need of additional support and extension in Literacy and Numeracy will be provided via programs conducted by teachers and volunteers. Teacher time has been devoted to Mathematics to assist children who have difficulty and also those requiring extension. In Literacy, teacher Aide time has been allocated to assist our poorer readers, whilst a Book Circle Program has been introduced to extend advanced readers. Additional resources have been purchased to support these programs with the introduction of new Core Library materials and the use of Lexile testing. Books have been purchased especially to support the Book Circle program.

In term four, a series of proactive programs were planned for implementation in 2009. These programs will commence in Prep with children assessed for Phonetic and phonemic awareness, and those who have difficulty in these areas will be supported to develop these skills. This assessment also allows children with speech issues to be identified and referred to DEECD Speech Pathologist for assessment. Support would then be provided using our SPA trained teacher aide.

A strong focus on data drive programs has been introduced through VCAA on line testing for Mathematics and Reading. These programs enable teachers to make decisions about the progress of the children and then allow for changes to the curriculum to optimise learning.

Provision of a Mathematics Coach. A Mathematics coach has been appointed to assist teacher increase their repertoire of teaching skills.

Increased co-ordination of learning programs should lead to an increase in standards in both Literacy and Numeracy.

Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	96,271-00
Commonwealth Government Grants	74,908-00
State Government Grants	11,637-00
Other	8,725-00
Locally Raised Funds	174,074-00
Total Operating Revenue	365,615-00
Expenditure	
Salaries and Allowances	96,068-00
Bank Charges	2,189-00
Consumables	38,219-00
Books and Publications	
Communication Costs	8590-00
Furniture and Equipment	23,796-00
Utilities	13,326-00
Property Services	37,882-00
Travel and Subsistence	659-00
Motor Vehicle Expenses	Nil
Administration	4,610-00
Health and Personal Development	218-00
Professional Development	10,119-00
Trading and Fundraising	51,233-00
Support/Service	3,037-00
Miscellaneous	47,972-00
Total Operating Expenditure	337,912-00
Net Operating Surplus/- Deficit	27,703
Capital Expenditure	
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	63,798-00
Official Account	13,010-00
Other Bank Accounts(listed individually)	
(insert)	
(insert)	
Total Funds Available	76,808-00
Financial Commitments	2008 Actual
School Operating Reserve	46,844-00
Co-operative Bank Account	
Assets or Equipment Replacement < 12 months	
Revenue Receipted in Advance	
Building/Grounds including SMS < 12 months	
Region /Clusters Funds/School Based Programs < 12 months	
Provision Accounts < 12 months	
Repayable to DEECD	
Other Recurrent Expenditure (Accounts Payable)	
Assets or Equipment Replacement > 12 months	
Building/Grounds including SMS > 12 months	
Region /Clusters Funds/School Based Programs > 12 months	
Provision Accounts > 12 months	
Co-operative loan >12 months	
Beneficiary/Memorial Accounts	
Total Financial Commitments	

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact David Ingham, Acting Principal Somers Primary School