

## 2015 Annual Report to the School Community

Southmoor Primary School

School Number: 4910



Name of School Principal:

Marie E Kick

---

Name of School Council President:

Matthew Ruffin

---

Date of Endorsement:

23/3/2016

---

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

Southmoor Primary School was established in 1963 and is situated in Moorabbin 21 kilometres south-east of the Melbourne CBD, with a current enrolment of 346 children. A considerable percentage of families do not reside in the immediate catchment area of the school. The school had 77 Preps enrolled in February, 2015. Growth is in the vicinity of 50+ students from 2014 to 2015. The school's SFO density is 0.53 with a LBOTE proportion of 0.21.

The school community has a shared purpose and commitment led by a proactive school council and a team of 45 members of staff (some part and some full time) – 2 principal class, 28 teaching and 15 ancillary staff, including education support staff.

Southmoor PS is located on five hectares of spacious, well maintained grounds, featuring an attractive native garden setting, with striking water and garden features, playground areas, water and energy saving initiatives and organic vegetable, fruit and herb production.

The school has a strong focus on literacy and numeracy and its programs are further influenced by environmental sustainability, science and information & communication technology. The school believes its young learners are equipped to embrace the challenges of the 21st Century with confidence, curiosity and creativity.

The school provides stimulating learning opportunities within and beyond the classroom including the Stephanie Alexander Kitchen Garden Program, a Volunteer Program, a Reggio Emilia inspired Prep Program, a Student Leadership Program, a Program for Students with Additional Needs (PSD program with 20+ students) and an extensive outdoor learning precinct. All PSD students showed progress at satisfactory or above in achieving their individual goals.

From 2014 Southmoor's Korean Language and Culture program was extended from Foundation to Year 6, with the school developing a sister school relationship with Unjung Elementary School in Seoul, South Korea.

### Achievement

Our school provides a challenging yet holistic program that allows its students to not only receive the required teaching and learning program based on AusVELS, but other programs based on environmental and/or inquiry learning principles featuring the work of Stephanie Alexander and Reggio Emilia, Italy and the authors of The Mappen program.

In 2014 a Peer Review was conducted which detailed that the performance of this school over the period of the previous Strategic Plan, was found to be that of a high performing school, with learning outcomes in excess of both regional and state benchmarks in most aspects of literacy and numeracy. The school also conducts a highly effective PSD program for students with special needs.

Southmoor's students are in the main articulate, resilient and able to direct their own learning. Wellbeing and engagement outcomes are generally highly satisfactory and will continue to be a focus for attention in the years to come.

The ability to gain external funding and enlist community support to finance its innovative grounds development projects, is an impressive characteristic of the school. This also supplements the work in the classrooms.

Student learning outcomes were sound and very satisfactory with the school achieving NAPLAN outcomes in excess of the region and state means in all areas. Trends have been extremely positive in all areas, but to a lesser extent for Spelling and Reading. Cohort growth from Years 3 to 5 is showing around 50% of students in the medium category, with 26% in the High category for Reading, 29% for Numeracy, 29% for Writing, 23% for Spelling and 13% for Grammar and Punctuation. The school has also been focussed on ensuring that its teacher judgements against the AusVELS accurately reflect student performance and are not too conservative.

A personalised learning program is an impressive aspect of the school's teaching and learning curriculum where students are placed in needs based groupings irrespective of age. Students are able to move between needs based groups depending on their performances, a concept at variance to stagnant ability groupings. The work of several consultants and two staff members using experiences gained from New Zealand as part of a Teacher Professional Leave program was crucial to the success of this personalised learning program.

## Engagement

When detailing the Engagement of students, the Peer Review report noted that Southmoor PS has been successful in guiding students to become self-directed and independent learners. Discussion and classroom observation demonstrates that students are aware of their preferred learning styles and are capable of organising their learning based on the inquiry approach, using techniques such as Habits of Mind, utilizing higher order thinking skills. This is supported by co-curricular programs - the Stephanie Alexander Kitchen Garden program for middle and senior students and the Reggio Emilia inspired program and Tool Shed program for junior students. At Southmoor Primary School ICT and Science play a significant role in the extent to which students are motivated to learn, as well as their active involvement in learning.

## Wellbeing

The school has been able to develop a most positive and cohesive learning environment where incidents of bullying etc are rare. Senior students are given opportunities to 'lead the way' and are articulate in explaining the school's classroom management program and Student Code of Conduct. Student voice is another positive characteristic with students filling a series of leadership roles from School Captain to Program Captains, to student buddies for our young students in the Foundation level. Students have a variety of opportunities to be involved in the decision making processes of the school. Wellbeing and Engagement survey scores are also very satisfactory and will continue to be a focus in the 2015 – 2018 School Strategic Plan. Non-attendance is followed up through timely communication with the family and the focus is on specifically promoting an "Every Day Counts" culture.

## Productivity

Through the strategic management of resources, a focussed, collaborative effort to support the improved agenda of Southmoor Primary will be based on a shared understanding and commitment to:

- developing a deep understanding of each student's learning profile to ensure they are challenged and supported to meet their potential
- supporting transparent accountability within the broader community Southmoor's educators will hold themselves and each other to account through established mechanisms and practices
- facilitating collaboration in the learning community – Southmoor's educators will contribute to and support an exchange of ideas, practices, opportunities and resources across schools
- advancing the expertise and professional capabilities of the leadership team and teachers of Southmoor in order to achieve improved outcomes and facilitate succession planning
- effectively engaging all Southmoor students to maximise access and inclusion

For more detailed information regarding our school please visit our website at  
<http://www.southmoor.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.

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

#### Enrolment Profile

A total of 346 students were enrolled at this school in 2015, 157 female and 189 male. There were 13% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



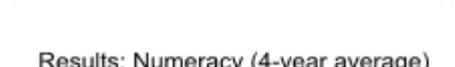
## Performance Summary

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><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Lower</p> <p> Lower</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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><b>NAPLAN Year 3</b></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> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</p>
<p><b>NAPLAN Year 5</b></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> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13%</td> <td>61%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>48%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>48%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>45%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>58%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	13%	61%	26%	Numeracy	23%	48%	29%	Writing	23%	48%	29%	Spelling	32%	45%	23%	Grammar and Punctuation	29%	58%	13%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	13%	61%	26%																							
Numeracy	23%	48%	29%																							
Writing	23%	48%	29%																							
Spelling	32%	45%	23%																							
Grammar and Punctuation	29%	58%	13%																							

## 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><b>Average Number of Student Absence Days</b></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 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1040 920"> <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>95 %</td> <td>94 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	92 %	93 %	93 %	92 %	92 %	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	92 %	93 %	93 %	92 %	92 %										

## 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><b>Students Attitudes to School - Connectedness to School</b></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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

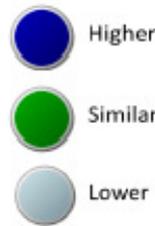
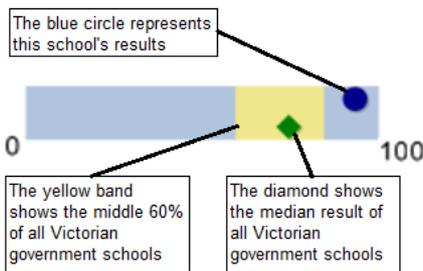
## What are student outcomes?

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

For secondary colleges, 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.

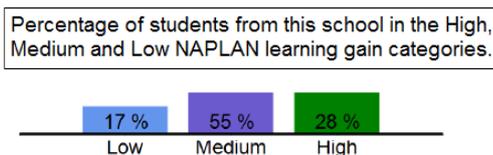
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

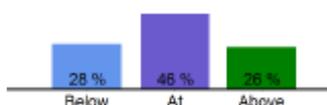


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



## 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 - Operating Statement Summary for the year ending 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,290,496	High Yield Investment Account	\$120,324
Government Provided DE&T Grants	\$843,271	Official Account	(\$3,013)
Government Grants Commonwealth	\$999	Other Accounts	\$144,533
Revenue Other	\$22,802	<b>Total Funds Available</b>	<b>\$261,845</b>
Locally Raised Funds	\$299,466		
<b>Total Operating Revenue</b>	<b>\$3,457,034</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$2,168,393	Operating Reserve	\$192,653
Books & Publications	\$6,565	Asset/Equipment Replacement < 12 months	\$23,579
Communication Costs	\$7,153	Other recurrent expenditure	\$45,613
Consumables	\$60,975	<b>Total Financial Commitments</b>	<b>\$261,845</b>
Miscellaneous Expense	\$142,694		
Professional Development	\$15,002		
Property and Equipment Services	\$173,874		
Salaries & Allowances	\$733,786		
Trading & Fundraising	\$36,531		
Utilities	\$28,059		
Adjustments	\$197		
<b>Total Operating Expenditure</b>	<b>\$3,373,227</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$83,807</b>		
<b>Asset Acquisitions</b>	<b>\$522</b>		

Student Resource Package Expenditure figures are as of 04 March 2016 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.*

### Financial performance and position commentary

As at December 2015, Southmoor Primary School had an Operating Reserve of \$192,653.00 which provides a solid base for 2016. The 2015 financial management of our Revenue and Expenditure resulted in a \$83807 surplus. The State Government Capital Works Grant of \$494,000 for the refurbishment of the east end of Block A has produced a modern, light-filled and flexible learning space. The unfunded Stephanie Alexander Kitchen Garden program requires comprehensive financial management to ensure its ongoing success, further development and longevity. The growth in our student population, with the enrolment of 77 Foundation level students has placed additional pressure on our existing services and facilities, which has required detailed planning and sound financial management. Our school community also plays a vital role in our overall financial performance with the provision of support, not only of our fundraising initiatives, but also in the maintenance and care of our school and its grounds.