

2022 Annual Report to the School Community

School Name: Southmoor Primary School (4910)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 01 May 2023 at 02:39 PM by Jenny Siriopoulos (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 02 May 2023 at 04:57 PM by Rebecca Smith (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Southmoor Primary School, established in 1963, is situated in the Bayside suburb of Moorabbin, with an enrolment of 447 in 2022. Southmoor employs 2 principal class employees, 2 administrative staff members (ES), 38 teacher staff, 22 education support staff, making a total FTE of 32.68 teaching staff and 11.39 ES staff. In 2022, the school had no Aboriginal or Torres Strait Islander staff members and 1 student. We have a proportion of students who speak another language other than English at home, totaling 140 students (31%) who are EAL funded in 2022.

21 Students are equity funded, with funds totaling to \$14,347.30.

In the National Consistent Collection of Disability data in 2022, 164 students have been included, 36%. The school has 19 students funded on the Program for Students with Disabilities but has begun rolling over to the Disability Inclusion model, with 3 students funded at Tier 3 with Disability Inclusion Profiles, this rollover continues in 2023. Focusing on responding to the continued impacts of COVID-19 on student learning and wellbeing in the most recent part of the current SSP and the AIP for 2023. Southmoor is proud of its spacious, well-maintained grounds and gardens, and the core teaching and learning philosophy that is evident in our successful programs- not only is there a strong focus on literacy and numeracy, but also crucial real-world learning and 21st century skill development in our STEAM, Stephanie Alexander Kitchen Garden Program, Reggio Emilia inspired inquiry program and making learning visible with our BYOD iPad program.

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2022 AIP has enabled staff to develop greater skills and consistency in responding to the learning and wellbeing needs of the students at Southmoor. They have in turn informed the focuses for the 2023 AIP which will look to build on teacher practice with the development of pedagogical consistency throughout the school in both academics and wellbeing.

Academically there has been a slight dip in results, with 'Teacher Judgements' in English and Mathematics down in relation to similar schools, however positive in relation to state averages. NAPLAN results again remain down in comparison to similar schools, however achievement against the state average is positive. NAPLAN results indicate a dip in year 5 results, which highlights the need for a strong focus in AIP on curriculum and pedagogical consistency.

Post COVID, with the important inter-relation of wellbeing and learning from DET in FISO 2.0, Southmoor sought to balance these key areas for our students, this involved both academic focus on consolidating foundation skills, meeting students at their point of need in literacy and numeracy, but also reconnecting as a school community and focusing on student wellbeing, building resilience, supporting social re-connection and continuing to foster positive home-school partnerships and communications.

Progress and Highlights

-Targeted use of staff and Tier 2 funding to allow increased small group evidence-based intervention in Prep (Pre-Lit), Year 1/2 (MiniLit) and Years 3-6 (MacqLit) as well as shorter, one to one reinforced reading (Macquarie University technique) for students across Grade 2-6.

-Continued focus on consistency of targeted phonics teaching, including the use of Cued Articulation, in Prep-1 (with a term of intensive revision in first part of Grade 2).

- An increase in students achieving expected or above expected progress in Writing as measured by Teacher Judgements.

Future Focuses

In 2023 Southmoor's AIP will focus on developing consistency with the school's approach to Numeracy. Establishing the school's instructional practices and working with partner school Mordialloc Beach Primary to improve student outcomes. A key driver in establishing instructional consistency will be the formation of the Mathematics PLC with representation from teachers across Foundation to Year 6. Learning walks and peer observation will provide teachers the opportunity to have excellence in classroom practice modelled and feedback provided on teaching practice.

Southmoor will also investigate synthetic phonics and the science of reading and its applications for reading instruction for Foundation to Year 2. Consistency in approach to reading instruction will continue to support Southmoor students in achieving strong academic results in standardised testing such as NAPLAN. The school has already begun to investigate a suitable program and is participating in the Kingston Network Literacy Community of Practice.

Wellbeing

In 2022, Southmoor's wellbeing focus centred around building both staff and student capacity. For staff, professional learning on restorative practices were prioritised and the analysis of weekly student PIVOT wellbeing check in data to target students in need, whilst also teaching resilience and wellbeing focused lessons as a Tier 1 intervention. Also giving students the opportunity to reflect on their own wellbeing and feelings through the PIVOT check in and reach out in a comfortable way. Within classes The Smiling Minds program and explicit lessons from Rights Resilience and Respectful Relationships, Cybersafety Project, Zones of Regulation and restorative practices supported student wellbeing. Progress and Highlights - Whole staff professional development series on Restorative Practices with consultant Kristy Elliott, as well as a more intensive series for the Level 5/6 team due to targeted needs in that cohort. - The school wide implementation of Smiling Minds to improve student wellbeing and support regulation and settling into learning sessions. - Zones of Regulation used across the school to support students to develop skills in self-regulation and understanding of their own emotions and the recognition of the emotions of others. - Weekly PIVOT student wellbeing check-ins, to allow students to reflect on how they are going and if they need support or assistance from a teacher or trusted adult. - Successful and engaging schoolwide incursion from the CyberSafety Project to promote safety online but also strategies to empower students if they do find themselves in an unsafe situation. - Individual and tailored supports for students experiencing wellbeing, emotional and behavioural challenges- the school liaised directly with several internal and external supports and services to support students and their families through student support group meetings, care team meetings and informal communications with Alfred CYMHS, Orange Door, DET Student Support Services and Avenues Education.

Future Focuses In 2023 Southmoor's AIP will continue to work towards the implementation of whole school practices in relation to wellbeing, specifically the implementation of School Wide Positive Behaviour Support. SWPBS will provide a clear framework for rewarding positive behaviours in relation to the school values and provide a process for dealing with challenging behaviours. Key elements of the SWPBS work will be; bringing the school values to life within the classrooms, develop school wide systems to reward positive behaviour and the collection of key behaviour data from across the school. SWPBS also builds upon the school's current work with Restorative Practices and teachers' capacity to deal with challenging behaviours as a learning opportunity.

Engagement

Student engagement and attendance rates remain positive, with comparable achievement to the state average. Pleasingly attendance rates vary minimally between cohorts, with senior students remaining engaged and connected to the school. In 2022, as was similar to schools across the state, a sharp increase in illness related absences occurred, with absences due to extended family holidays lower than pre-2020 but beginning to increase as many of our students with extended family overseas travelling back to visit family, they had not been able to see in 2020 and 2021. Highlighting the importance of regular and consistent attendance at school and encouraging families to do their best to keep travel plans to the school holiday periods as much as is possible will be a continued focus for 2023.

Progress and Highlights Involvement with the Kingston Network Engagement Community of Practice, with a focus on supporting the rollout of the Disability Inclusion Profile model in 2022. Future Focus Linking in with attendance team through DET to facilitate support for our most at risk families and students. Liaising with Student Support Services to make referrals to programs such as Navigator for disengaged students. Continuing to plan and implement a thorough transition program Kinder-Prep and Grade 6-Year 7. Continued involvement in the Kingston Network Engagement Community of Practice, with a focus on approaches to support student engagement and wellbeing at the Tier 1 (whole class/whole school), Tier 2 (smaller group targeted support) and Tier 3 (individual support for most at risk/most complex needs students) levels

Other highlights from the school year

In 2022, it was exciting to see the construction and much anticipated opening of our new playground! The students enjoyed watching the progress of this project unfold before their eyes through the middle and later part of the year and after the challenges endured for these students during 2020 and 2021, it really was a highlight of the 2022 to see our student population climb, dig, construct, imagine, play and explore with their peers in this beautiful outside play space. The installation of two shade sails and a synthetic grass area outside the prep building has created not only another outdoor learning space but the perfect spot for our school community to come together for assemblies and special events like the December 2022 Carols evening.

The importance of things we as a community took for granted as being a given part of school life, such as being able to hold whole school celebrations, graduation assemblies, school swimming programs, camps and excursions and face to face kinder to prep and Grade 6-Year 7 transition sessions was clearly highlighted during 2020 and 2021. The positive impact on our school community to the connectedness and sense of belonging as a whole when we were able to hold these events really needs its own celebration.

Financial performance

Southmoor Primary School is in a strong financial position. In 2022 there was significant expenditure on a new school playground, \$81,352.70 and two new shade sails, \$51,656 and \$12,474 respectively. The shade sails have been partially funded through Department grants. Fund raising efforts have been successful with the school raising \$27,107.86 for the year.

The bank balance at the end of 2022 sat at \$85,541.21.

The overall financial position of the school continues to improve with the school's deficit recovering from \$274,898 in December 2022 to \$177,356 in March 2023. The school is currently projecting a return to surplus in 2024.

The school budget has been managed to ensure the continuation of the school's extra-curricular programs into the foreseeable future.

For more detailed information regarding our school please visit our website at
<http://www.southmoor.vic.edu.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 446 students were enrolled at this school in 2022, 218 female and 228 male.

31 percent of students had English as an additional language and NDP 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).

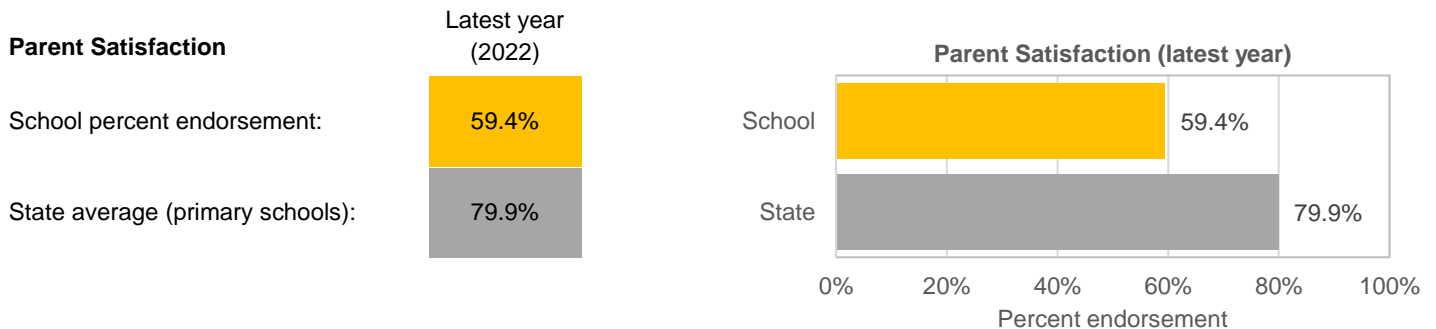
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

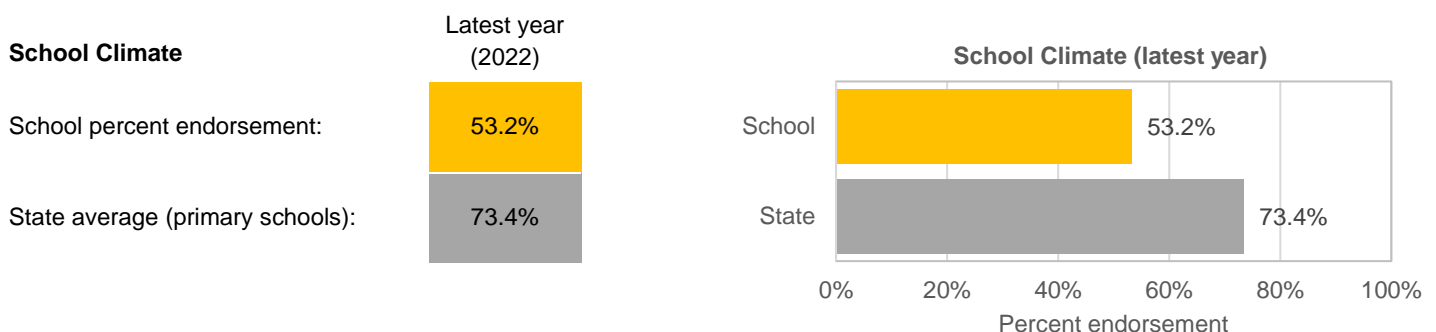


School Staff Survey

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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

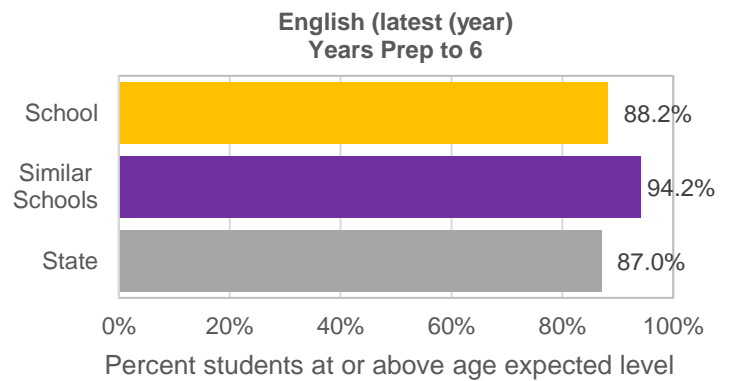
88.2%

Similar Schools average:

94.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

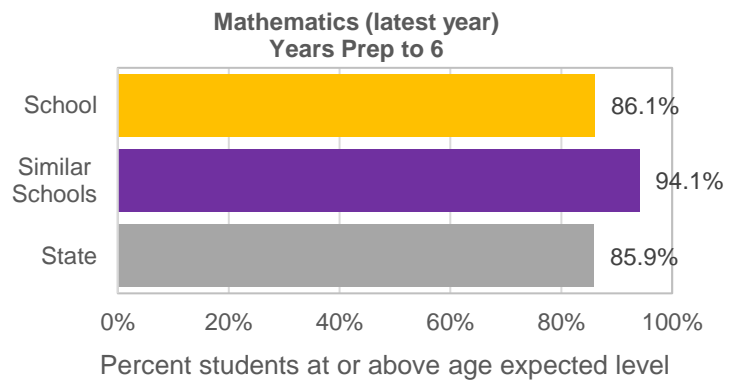
86.1%

Similar Schools average:

94.1%

State average:

85.9%



LEARNING (continued)

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

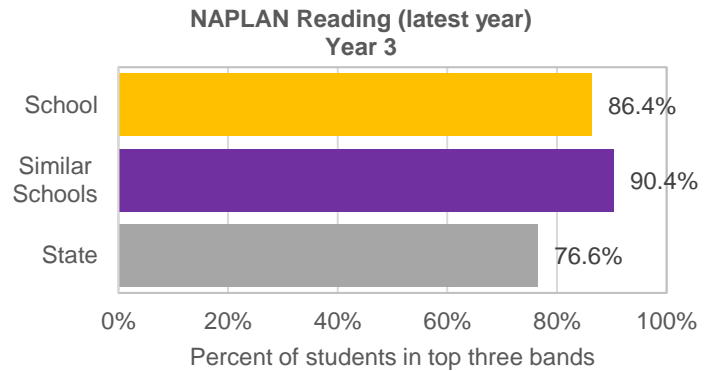
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

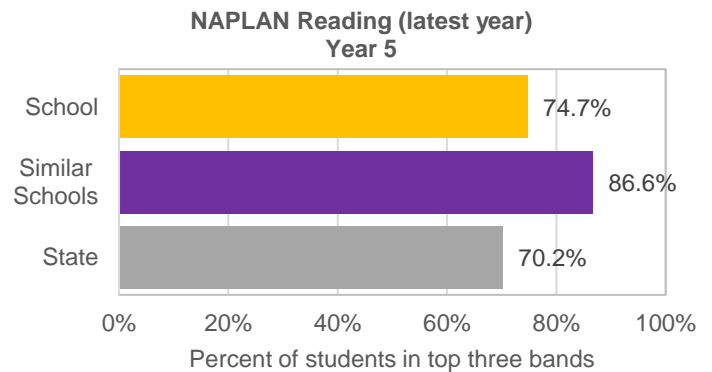
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.4%	82.3%
Similar Schools average:	90.4%	89.3%
State average:	76.6%	76.6%



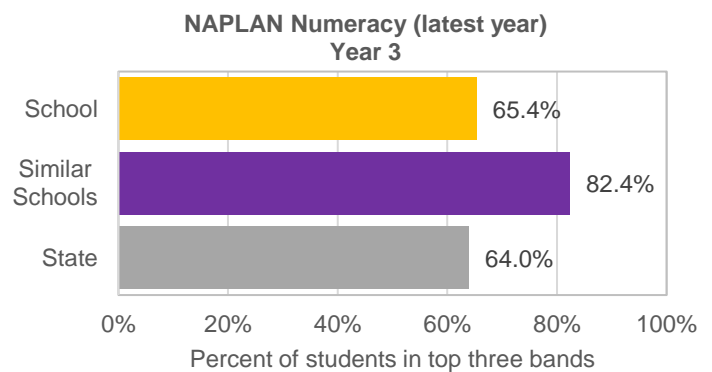
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.7%	80.0%
Similar Schools average:	86.6%	85.5%
State average:	70.2%	69.5%



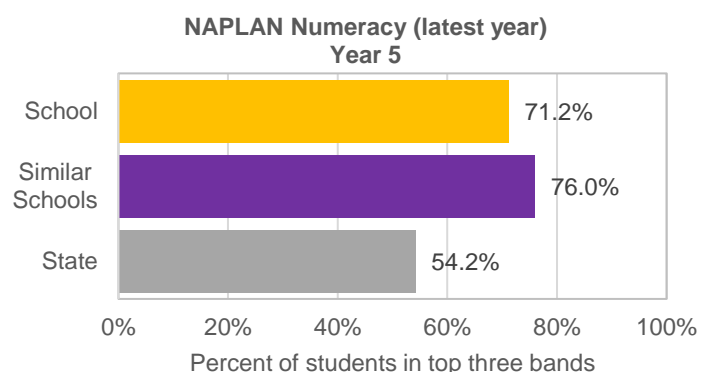
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.4%	75.0%
Similar Schools average:	82.4%	83.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.2%	72.4%
Similar Schools average:	76.0%	79.2%
State average:	54.2%	58.8%



WELLBEING

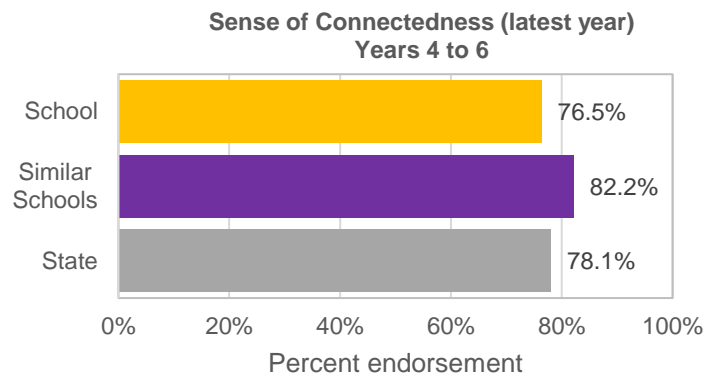
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	76.5%	84.2%
Similar Schools average:	82.2%	82.8%
State average:	78.1%	79.5%

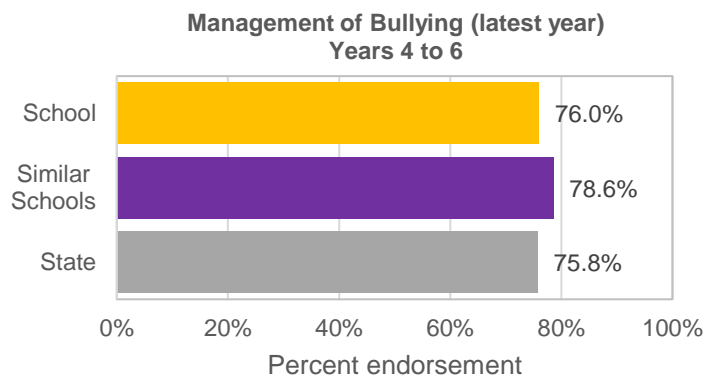


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	76.0%	85.0%
Similar Schools average:	78.6%	80.5%
State average:	75.8%	78.3%



ENGAGEMENT

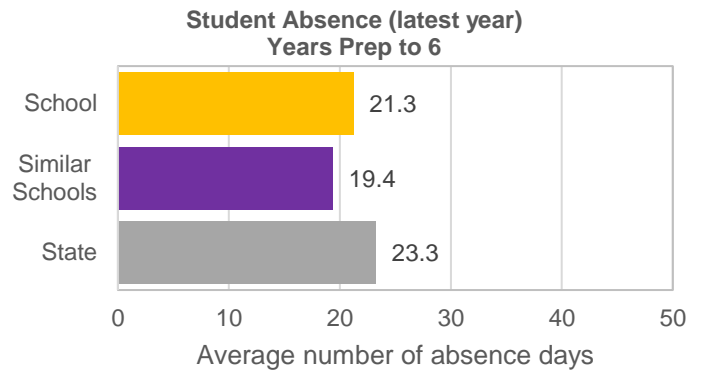
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	21.3	15.3
Similar Schools average:	19.4	13.4
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	89%	89%	91%	89%	90%	89%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,333,393
Government Provided DET Grants	\$181,188
Government Grants Commonwealth	\$38,642
Government Grants State	\$413
Revenue Other	\$25,370
Locally Raised Funds	\$308,985
Capital Grants	\$0
Total Operating Revenue	\$4,887,992

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,347
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$14,347

Expenditure	Actual
Student Resource Package ²	\$4,608,292
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$143,918
Communication Costs	\$2,948
Consumables	\$71,075
Miscellaneous Expense ³	\$107,544
Professional Development	\$27,949
Equipment/Maintenance/Hire	\$49,750
Property Services	\$72,037
Salaries & Allowances ⁴	\$214,537
Support Services	\$19,213
Trading & Fundraising	\$71,468
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,735
Total Operating Expenditure	\$5,428,467
Net Operating Surplus/-Deficit	(\$540,475)
Asset Acquisitions	\$97,814

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$749,495
Official Account	\$78,441
Other Accounts	\$0
Total Funds Available	\$827,936

Financial Commitments	Actual
Operating Reserve	\$125,107
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
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	\$125,107

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.