

# 2024 Annual Report to the School Community

School Name: Somers School Camp (4647)



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

Attested on 02 April 2025 at 10:52 AM by Mark Warner (Principal)

- As executive officer of the school council, I attest that this 2024 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 April 2025 at 10:53 AM by Mark Warner (Principal)

# HOW TO READ THE ANNUAL REPORT

---

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

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

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

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

---

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

The Performance Summary includes the following:

### School Profile

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

### Learning

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

### Similar Schools

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

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

### NDP and NDA

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

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

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

## The Victorian Curriculum

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

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

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

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

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

## Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

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

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### School context

Somers School Camp is a specific purpose school catering to primary aged students from throughout Victoria. The two campuses share a Student Resource Package and School council, however enrolments, duration of residentials and programming differ.

The Woorabinda Campus located in Yallourn North, South Gippsland occupies 300 acres of undulating land that is a mixture of farmland, a central residential learning precinct and native bushland. The Woorabinda Campus makes use of adjacent Lake Narracan for water activities and environmental studies.

Woorabinda has been in operation since the early 1970's, becoming an annex of Somers School Camp in 2010. Although the campus is situated only 12.5 kilometres north/east of Moe it feels quite remote.

Woorabinda staffing consists of a shared principal, a campus principal, two leading teachers, nine teachers and 7.5 Education Support Staff. Students attending Woorabinda will usually spend between three and five days on program. Most students attending will be enrolled as single school cohorts although small schools may form a small network or share the space. Woorabinda is funded for 80 students but can accommodate up to 94 students.

The Somers Campus has been in operation on its current site since 1959. Somers has become a strong institution in government education and is unique in the way it operates. Students attend network programs for nine days. The students are selected from participating schools and in most instances only a small percentage of students from a school will attend.

All students who enrol at Somers are drawn from years five and six. The students spend nine days spanning Tuesday to the following Wednesday. The students are often separated from their classmates and teachers, ideally teachers from throughout the network of schools will accompany the children working as hut teachers.

Somers is a coastal town, and the school is bordered by a state national park and another private camp. We have access to the beach on Westernport Bay where many of our environmental and outdoor activities take, particularly during the Summer and Spring.

Somers's staffing consists of a shared Principal, Campus Principal, three leading teachers, 17.5 teaching staff and approximately 17 education support staff.

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

Woorabinda campus have implemented curriculum that meets the requirements of the feeder schools attending our school. We have staff attend the schools prior to their program to discuss

the learning focus they wish to achieve. The students attending are aware of the learning outcomes and these are regularly referred to throughout the program. Teachers are using student self-assessments, teacher observations and survey data to determine the impact of the learning occurring at Woorabinda and how these influences students in their home school.

The data collected during the Woorabinda program informs practice helping to refine the curriculum focus and delivery of lessons. Student agency over their learning has been a significant driver of the approach to teaching and learning occurring in the school. Student self-assessments indicate that most feel they have made progress in the focused learning.

Somers have been developing a range of student, teacher and parent surveys to help determine the success of the students learning against our four student learning outcomes. The feedback is overwhelmingly positive across all the surveys. The information helps the teaching staff make incremental improvements to lesson content and delivery. Several variations to the program have been trialled including under canvas sleep outs – building resilience, student management of sustainability and hut cleaning – independence and team work as well as some small changes in the running of several activities that allow for choice.

The students goal setting at the start of the Somers Network Programs and the subsequent reflections have also been evolved to include a community goal for each hut. This has allowed our teachers to track how student gauge their contributions and connectedness to community.

During 2024 Somers Campus have been reviewing some of the tools we use to collect data for student learning. Several amendments have been made to the student workbook to allow for more accurate collection of data.

## Wellbeing

During 2024 there was a school focus on the improved monitoring of student wellbeing. This occurred through the collection of survey data resulting in a far more informed process for implementing interventions. Staff meetings allocated time to review survey data resulting in a range of strategies being devised and implemented to assist students. One significant response to improve wellbeing support was to improve the transfer of information between host schools and our school allowing for improved transition. Prior to student attendance some of the information supplied included, behaviour plans, IEP's, historical information as well as some insights into things that may trigger anxiety for individual students.

The data that surveys provided also enabled greater responsiveness to students concerns and opinions. By reviewing student handbooks, hot seat responses and survey information, combined with evaluation tools such as postcards and reflections we were able to look for trends in student concerns and opinions about our programming. This evidence enabled staff to make informed judgements regarding improvements and change.

Another target was to improve student inclusiveness. We made significant improvements in the ways we actively focus on valuing diversity and celebrating individuality. Our language has changed to be more inclusive; one very evident cultural change has been to move away from gender specified language where practical. One simple but effective change to an activity occurred at the bush dance. Traditionally students were organized into boys' and girls' groups where they were and asked to select a dance partner. By changing the language, where students were now asked to find someone they would like to dance with we were able to empower to

students to make their choice.

Our school focus on improved recognition and understanding of cultural diversity has been supported by a number of actions. In 2023 the focus of the ROSA conference for all attending schools was to develop a Reconciliation Action Plan. Alongside of this work at a school level, we have been modifying lessons and activities to incorporate understanding and celebration of cultural diversity, aiming to understand the ways we can celebrate our diversity and learn from each other.

Student management and wellbeing is always a top tier focus in a residential school. While we have not had significant reports of bullying, have reviewed the ways we can monitor and respond to any incidents. Some of the tools implemented to improve our response included shifting our wellbeing information to an electronic model all staff can access at any time. This helps with tracking any incidents or problems. Staff check ins with Visiting Teachers and students has increased and proactive strategies have been implemented including talking to students at the start of each program about how we can build a strong community. The community goal was a major factor in actively working towards creating a harmonious environment for all students.

## Engagement

Both Campuses of Somers School Camp are oversubscribed. We are the only school in the Outdoor Residential Schools Network that has not suffered a decrease in enrolments due to Time in Lieu. However, the programs at the Woorabinda Campus have reduced from five-day programs, we began re-establishing the five day programs in the second part of 2024. Our survey data as well as feedback from visiting teachers and parents demonstrate that satisfaction with our curriculum remains extremely high. The Woorabinda Campus is booked out until the end of 2025 and the Campus principal reports that he constantly must turn new schools away because we do not have capacity for anymore student cohorts. We believe that we could easily double our enrolment if we had the facilities to accommodate an increase. The Somers Campus data shows that less than 0.5 % of students fail to reach the end of a network program due to voluntary exit. Numbers do increase if we factor in sickness or pre-arranged early departure. Response to survey coupled with information elicited from student journalling, anecdotal feedback and postcards inform us that the students at Woorabinda are loving the range of choice available in their learning. This observation is supported by feedback from Visiting Teachers who report their Woorabinda experience to be valuable to their students and a highlight of their school year. A key focus for our Wellbeing SIT during 2024 will be to determine the most authentic ways we can optimise student agency and choice into our learning. The Somers program is quite embedded due to the positive feedback it receives. While this is a source of pride it also makes the provision of choice challenging. We are looking at what agency looks like in our context and how we can incorporate a different approach to what is in place so that students have more empowerment with their learning.

## Other highlights from the school year

Woorabinda highlights include the development of the adventure precinct. This area allows for students to engage in a broader range of activities that will help them develop their collaborative

skills, problem solving and critical thinking skills and their ability to persevere with problems. The introduction of a problem-solving maze, geocaching and the rock wall have all helped increase the tools students can use to explore their personal and social capabilities.

Another Woorabinda highlight has been the return to full enrolment throughout the year. Post COVID and after the extended school closure of 2021 due to compliance upgrades there was considerable decline in the number of schools accessing the Woorabinda Program. 2024 enjoyed a resurgence in numbers of schools booking programs. Woorabinda is fully booked until 2026 with booking as far ahead as 2028 in place.

The Somers campus has also enjoyed some highlights during 2024. With the introduction of TIL and the pressure that funding time in lieu placed on schools our Somers Campus found it increasingly difficult to attract Visiting Teachers. This situation made it very difficult to staff programs and increased reliance on CRT teachers. Although the ability to access CRTs helped us run networks their continual placement diminished the culture of the program and in turn the experience for the students. Intervention via extra resourcing by the DE has substantially relieved this situation, we have been able to implement a bonus payment for Visiting Teachers, this has resulted in a marked increase in the uptake of teachers who are willing to attend nine-day programs.

## Financial performance

Somers school Camp receives a student resource package like other Victorian Government State Schools with some differences in budget lines due to the school being dual campus and residential. Beyond our funding we also raise funds through student contributions. This money is used to meet the overheads our school requires to operate above those of mainstream schools, including food, specialised equipment and maintenance.

Financially the school has been under some duress since 2021 due to changes in our policy and operating model. The Department of Education has been supportive in helping our school remain viable through a variety of mechanisms including changes to minimum overnight supervision ratios, extra funding and support from schools HR and Finance divisions.

In 2024 school council increased student contributions for the first time in many years to assist with the increased cost of utilities, food and equipment. Further to this we have been active in trying to reduce our reliance on casual relief staff as visiting teachers, by utilising the extra funding received by the DE to contribute to teacher release from their home schools. We implemented a \$2000.00 bonus payment to attract visiting teachers, how long this strategy is viable will be dependent on future funding by the Department.

Recently we have reinstated the Outside User Group programs where schools can hire out our facilities during breaks in the nine-day network program at Somers Campus. These programs fell away during COVID and were hard to staff however we have started to slowly reimplement them as they do raise extra revenue.

Woorabinda and Somers campus have both been more strategic in spending to try and reduce the deficit in funding that we have been working under. 2025 will still see our school running at a loss due to excess staffing however, the Department of Education are currently reviewing all the Residential Schools SRP's to determine the best model moving forward. Negotiations for the next schools Enterprise Bargaining Agreement are underway, possibly recognition of the nuances

around staffing, funding and facilities upkeep of residential outdoor schools are considered in the next State Government Schools Agreement.



# 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 0 students were enrolled at this school in 2024, 0 female and 0 male.

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

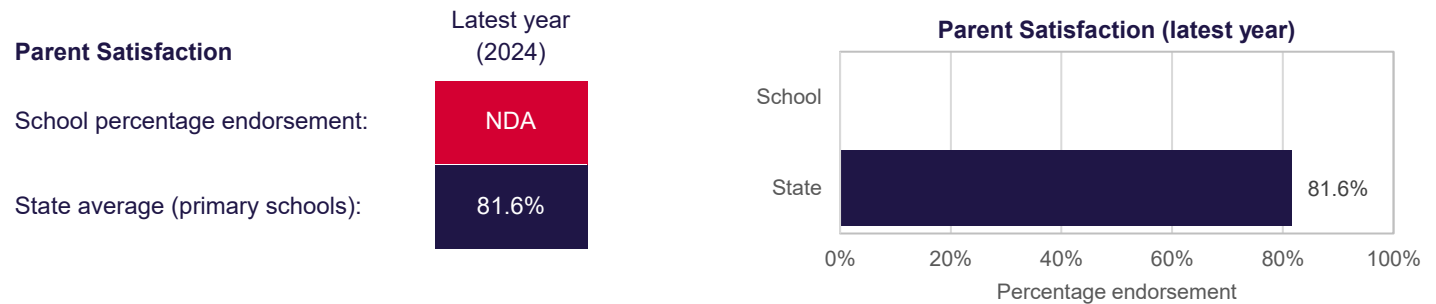
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **NDA**

### Parent Satisfaction Summary

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

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

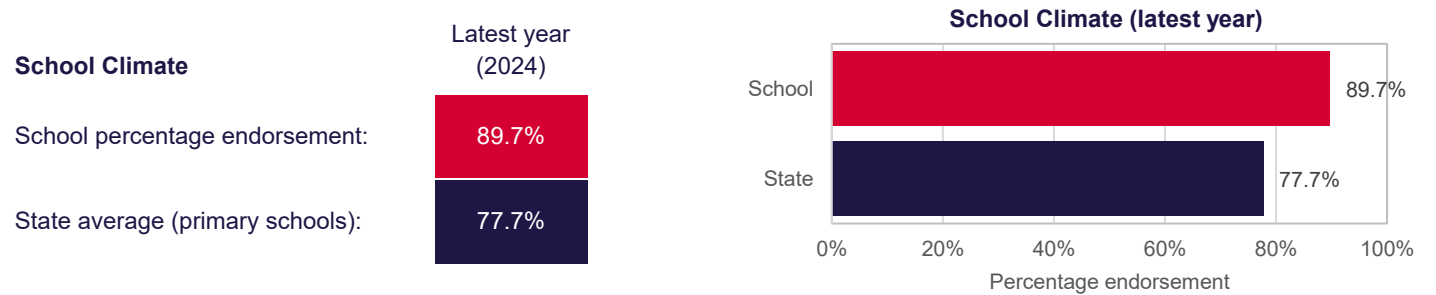


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

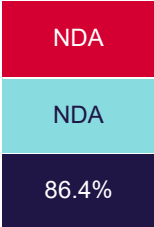
English  
Years Prep to 6

School percentage of students at or above age expected standards:

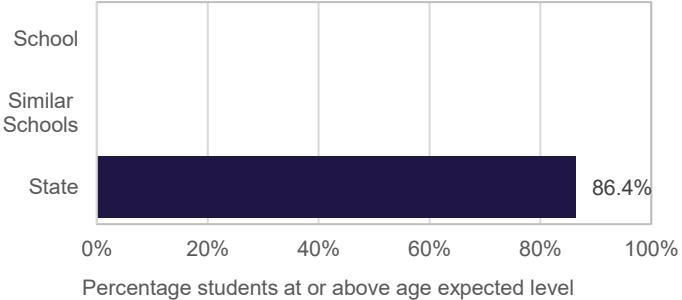
Similar Schools average:

State average:

Latest year  
(2024)



English (latest year)  
Years Prep to 6



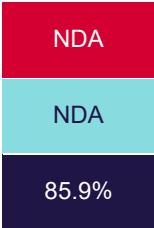
Mathematics  
Years Prep to 6

School percentage of students at or above age expected standards:

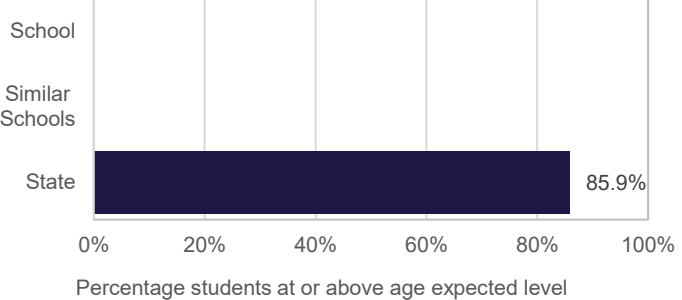
Similar Schools average:

State average:

Latest year  
(2024)



Mathematics (latest year)  
Years Prep to 6



## LEARNING (continued)

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

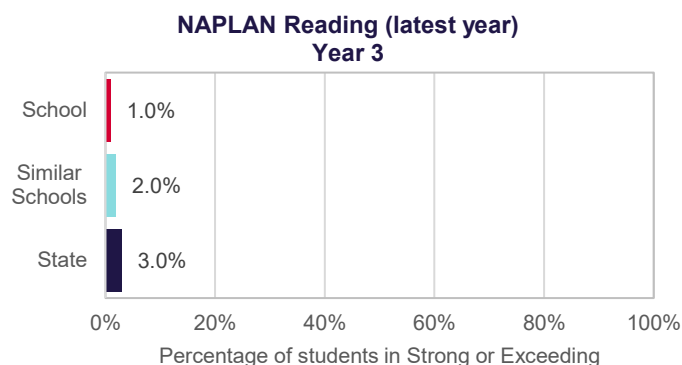
### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

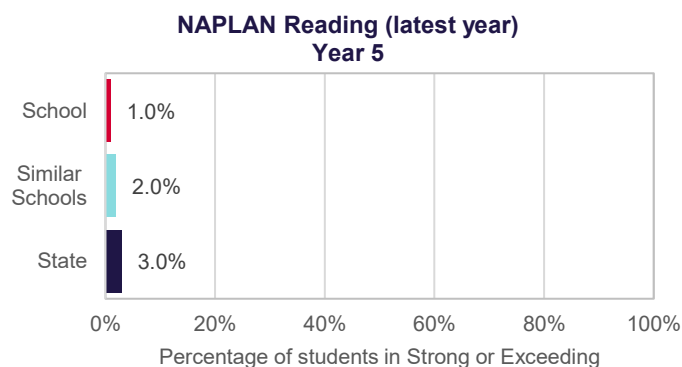
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	1.0%	1.0%
Similar Schools average:	2.0%	2.0%
State average:	3.0%	3.0%



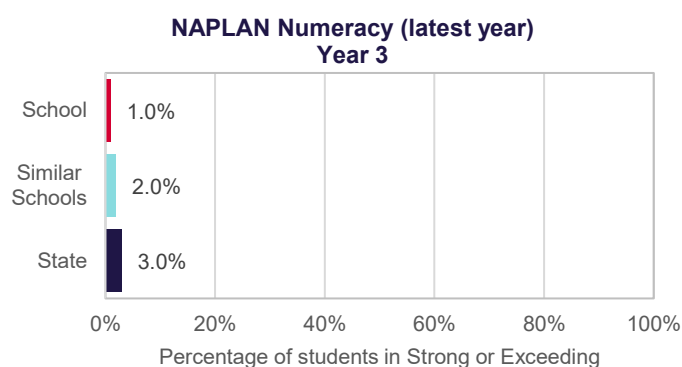
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	1.0%	1.0%
Similar Schools average:	2.0%	2.0%
State average:	3.0%	3.0%



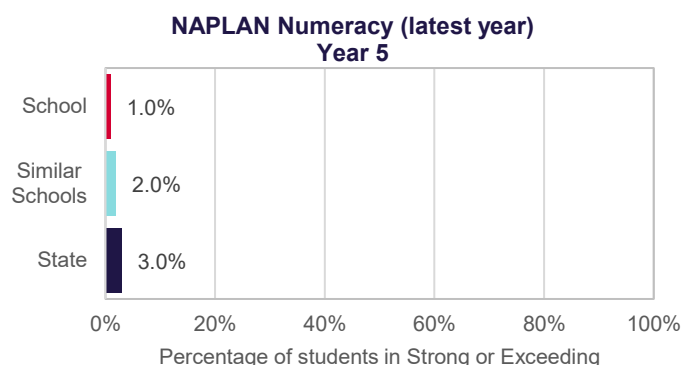
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	1.0%	1.0%
Similar Schools average:	2.0%	2.0%
State average:	3.0%	3.0%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	1.0%	1.0%
Similar Schools average:	2.0%	2.0%
State average:	3.0%	3.0%



## LEARNING (continued)

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

### NAPLAN 2022

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

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

1.0%

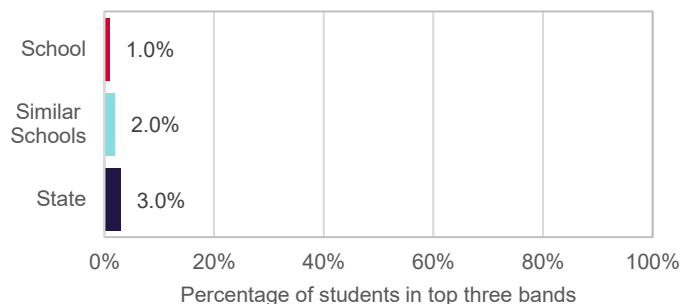
Similar Schools average:

2.0%

State average:

3.0%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

1.0%

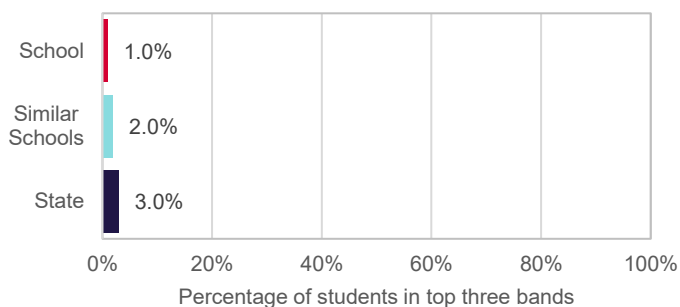
Similar Schools average:

2.0%

State average:

3.0%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

1.0%

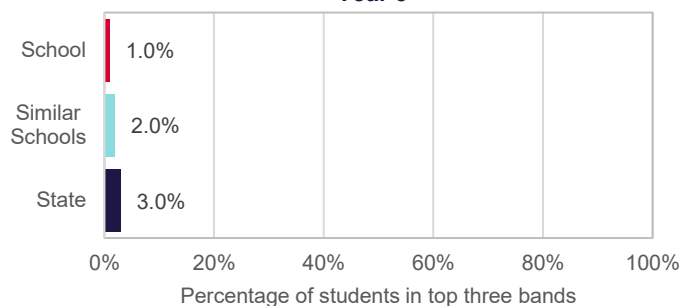
Similar Schools average:

2.0%

State average:

3.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

1.0%

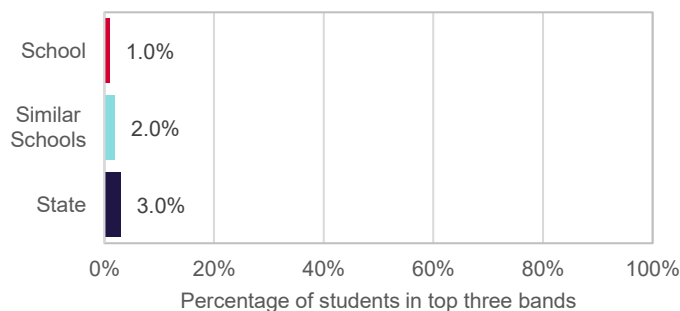
Similar Schools average:

2.0%

State average:

3.0%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

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

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

School percentage endorsement:

NDA

Latest year  
(2024)

NDA

4-year  
average

Similar Schools average:

NDA

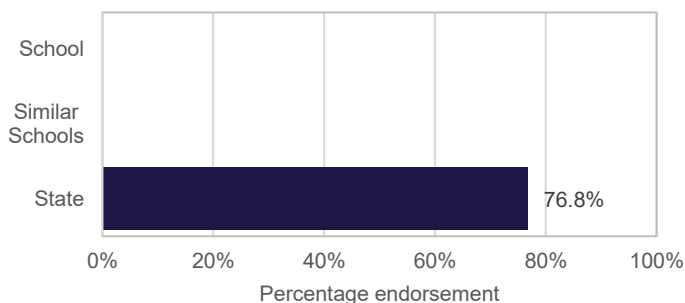
NDA

State average:

76.8%

77.9%

#### Sense of Connectedness (latest year) Years 4 to 6



### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

School percentage endorsement:

NDA

Latest year  
(2024)

NDA

4-year  
average

Similar Schools average:

NDA

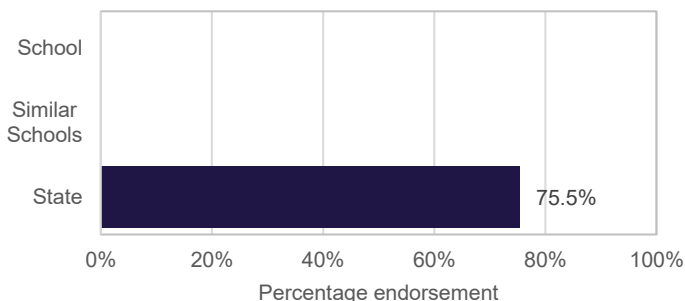
NDA

State average:

75.5%

76.3%

#### Management of Bullying (latest year) Years 4 to 6

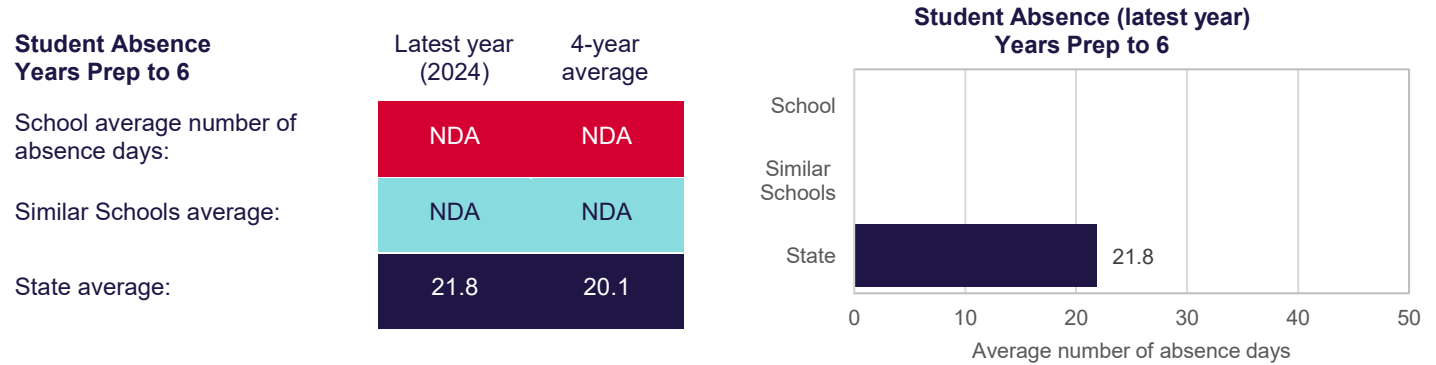


ENGAGEMENT

**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

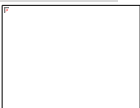
Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



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 (2024):	NDA	NDA	NDA	NDA	NDA	NDA	NDA



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$5,884,997
Government Provided DET Grants	\$1,202,035
Government Grants Commonwealth	\$2,555
Government Grants State	\$0
Revenue Other	\$1,418,948
Locally Raised Funds	\$23,659
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$8,532,194</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,147,991
Adjustments	\$36,420
Books & Publications	\$0
Camps/Excursions/Activities	\$189,510
Communication Costs	\$28,849
Consumables	\$127,862
Miscellaneous Expense <sup>3</sup>	\$231,019
Professional Development	\$43,589
Equipment/Maintenance/Hire	\$205,406
Property Services	\$266,887
Salaries & Allowances <sup>4</sup>	\$1,005,102
Support Services	\$11,084
Trading & Fundraising	\$540,844
Motor Vehicle Expenses	\$22,003
Travel & Subsistence	\$20,720
Utilities	\$108,975
<b>Total Operating Expenditure</b>	<b>\$8,986,257</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$454,063)</b>
<b>Asset Acquisitions</b>	<b>\$36,432</b>

- (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 16 Feb 2025 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 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,552,244
Official Account	\$54,927
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,607,171</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$466,974
Other Recurrent Expenditure	\$0
Provision Accounts	\$392
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	\$1,000,000
Asset/Equipment Replacement < 12 months	\$110,000
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
<b>Total Financial Commitments</b>	<b>\$1,577,366</b>

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