

2017 Annual Report to the School Community



School Name: Sorrento Primary School

School Number: 1090



- 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 Regulation 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 2017 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

M. Dallas

Signed 20 March 2018 at 01:37 PM by Megan Dallas (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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.

W. Goodwin

Signed 04 April 2018 at 04:17 PM by Wendy Goodwin (School Council President)



About Our School

School Context

At Sorrento Primary School our vision is to provide a collaborative and dynamic learning environment where students will develop literacy, numeracy and life skills that will assist them in becoming valued and active participants in the local and global community. The school values are Respect, Integrity, Resilience, Collaboration, Persistence and Learning. Sorrento Primary School is the southern-most school on the Mornington Peninsula. In 2017 the enrolment was 320, 147 female and 173 male. There were 18.8 equivalent full time staff: 2 Principal class, 16.4 teachers and 2.85 Education Support staff. Thirteen classes operated – two Foundation, four Year 1/2s, four Year 3/4s and three Year 5/6s. A teamwork approach to curriculum planning promotes consistency of delivery throughout the entire school.

The majority of the students live in Rye and Blairgowrie, with some students residing in Sorrento and Portsea. A few students live in Rosebud and St. Andrews Beach. The majority of the students are driven to school. The school Student Family Occupation and Education (SFOE) rating is at 0.33

The school has a strong focus on literacy and numeracy. In 2017 Literacy Support was provided to students at risk from F-6. Student learning takes place through a design thinking approach. ICT is an integral part of the teaching program and is integrated into all curriculum areas. Specialist classes in 2017 included Art, Physical Education, Science and Music (including instrumental music, a band and two choirs). An Options Program ran for Year 5/6 students which provided student choice, breadth and depth – students were able to choose from a variety of workshops related to the curriculum. A special emphasis within the physical education program is placed on water safety and swimming, including lessons in the school swimming pool and a beach program. Students have the opportunity to participate in a wide range of sporting activities.

Community involvement is highly valued, with parents and community members taking an active interest in supporting the school.

Framework for Improving Student Outcomes (FISO)

The focus continued to be on *Excellence in Teaching and Learning*. In 2017, work commenced on Visible Learning with baseline evidence collected via student and parent forums and student and staff surveys. As a result the focus for 2017 was on Learning Intentions, Success Criteria and development of the Characteristics of an Effective Learner.

Consistency of practice was developed in relation to the numeracy curriculum through the commencement of the development of a Guaranteed and Viable Curriculum, work with a numeracy coach, the implementation of Essential Assessments and all staff participating in Walkthroughs.

All staff participated in Design Thinking (No Tosh) professional learning. Implementation of this has commenced.

The learning undertaken in Excellence in Teaching and Learning has increased student agency and consolidated teacher pedagogical knowledge. This work will continue in 2018. Positive Climate for Learning continues to be a strength.

Achievement

Teacher assessments of English and Mathematics reflect that the percentage of students *at or above the expected standard* is higher than the Victorian average and similar to like schools.

NAPLAN data at year 3 (for 2017) shows that results were slightly lower than the Victorian average and similar to like schools in Reading and above the Victorian average and similar to like schools in Numeracy. NAPLAN data at year 5 (for 2017) shows that results were higher than the Victorian average and similar to like schools in Reading and higher than the Victorian average and like schools Numeracy. NAPLAN Learning Gain data shows that 77% plus students made medium to high growth in Literacy and Numeracy, with Numeracy, Writing and Spelling growth being particularly strong.

In 2017 student learning was supported by:

Commencing the creation of a guaranteed and viable curriculum in Numeracy.

Developing the Sorrento PS Characteristics of an Effective Learner.

Increased use of Compass for administrivia; increase of time for professional learning.

Creation of a Binding Agreement around the processes and practices at Sorrento PS.

In 2018 Student learning will be further supported by:

Continuing with the creation of a guaranteed and viable curriculum in Numeracy.

Continuing to make learning visible via Learning Intentions and Success Criteria

Developing student understanding and demonstration of the characteristics of an effective learner.

Ensuring a consistent approach to the use of the Instructional Model in Reading Workshops.

Ensuring a consistent approach to the implementation of Design Thinking.



Engagement

The Attendance data for 2017 shows that Sorrento PS has more absences (on average) than the state and like schools. The main reason for this is that families take holidays during term time.

In 2017 Student Engagement was supported by:

Following up families with high levels of lateness and providing support and advice on arriving at school on time.
Parents of students with attendance of less than 80% are contacted and provided support, where necessary, for increasing attendance.
Regular articles in the newsletter regarding the importance of attendance.
Continuing to provide Home Learning Plans for extended absences, such as family holidays.
Continued focus on building relationships between staff and students eg: through Circle Time, camps, games.
Student Led Learning Walks– parents are invited to attend these walks to celebrate learning with their child.
Teaching of Indonesian at Prep, Year 1/2 and year 5/6 - supported by Dromana Secondary College.
Integration of ICT into learning program – leasing of laptops which has provided the opportunity for greater engagement in the senior school.

Continuation of Science (STEM) as a specialist program

In 2018 Student Engagement will be further supported by:

Continuation of Options Program.
Implementation of BYOD program.
Development of staff ICT skills and knowledge.
Implementation of Student Portal (Compass) at Year 5/6 level to improve home/school communication regarding learning.
Whole staff professional learning in No Tosh
Whole staff professional learning in Visible Learning.
Ongoing Student and Parent Focus Groups.
Contacting parents on the first day of absence.

Wellbeing

The Attitudes to School Survey show that results were higher than the state average and higher than like schools in the areas of Sense of Connectedness to School and Management of Bullying.

In 2017 Student Wellbeing was supported by:

School Chaplain employed through OnPsych and funded through the National Schools Chaplaincy Program.
Continued tracking of student wellbeing and behaviour incidents through online program - Compass (used by all staff). This ensured students were monitored and timely follow up to incidents took place.
Regular discussion of Student Wellbeing issues at team planning meetings and where relevant, staff meetings.
Regular sharing of student wellbeing concerns at the start of the year and on a weekly basis.
Continued whole school implementation of daily Circle Time, Bounce Back and Restorative Practice.
Whole school transition program: Pre School to Foundation, between grade transition and Year 6 to Year 7.
Access to The Cove or the Backyard four days per week to allow students an alternative play area.
One split recess and one split lunchtime (F-2, 3-6) to allow students greater play space.
Continuation of Peacemakers Program – 5/6 students trained as playground peacemakers.
Welcome lunch for new students.
Yoga (F-2), Mindfulness (3/4) and Healthy Skills (5/6).

In 2018 Student Wellbeing will be further supported by:

The continuation of the provision of a psychologist under the National Schools Chaplaincy Program.
Implementation of whole school buddy program.
Development of Induction material for new students
The continuation of the opening of the Backyard or The Cove (four days per week) and continued split lunch and split recess once a week.
Ongoing Student Focus Groups.
Continued use of Compass for recording incidents and wellbeing issues.
Regular meetings of Wellbeing Team.
Continuation of Peacemakers and Better Buddies program
Continuation of Transition Program

For more detailed information regarding our school please visit our website at
<http://www.sorrentops.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 320 students were enrolled at this school in 2017, 147 female and 173 male.</p> <p>< 10 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Lower</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>45%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>11%</td> <td>37%</td> <td>51%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>56%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>50%</td> <td>35%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>56%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	45%	32%	Numeracy	11%	37%	51%	Writing	15%	56%	29%	Spelling	15%	50%	35%	Grammar and Punctuation	18%	56%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p>	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p> <table border="1" data-bbox="553 913 1036 1003"> <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>91 %</td> <td>89 %</td> <td>90 %</td> <td>90 %</td> <td>90 %</td> <td>89 %</td> <td>87 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	89 %	90 %	90 %	90 %	89 %	87 %	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	89 %	90 %	90 %	90 %	89 %	87 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Higher
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Higher

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

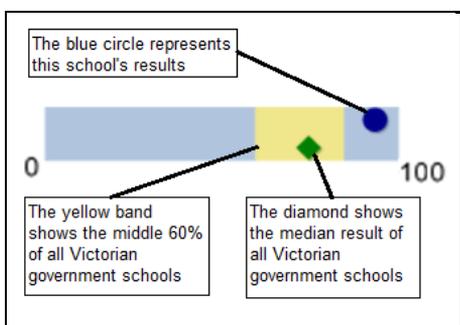
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').



Financial Performance and Position

Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,154,892	High Yield Investment Account	\$56,742
Government Provided DET Grants	\$244,416	Official Account	\$93,611
Government Grants Commonwealth	\$11,340	Total Funds Available	\$150,353
Government Grants State	\$10,000		
Revenue Other	\$34,590		
Locally Raised Funds	\$310,377		
Total Operating Revenue	\$2,765,614		
Equity¹			
Equity (Social Disadvantage)	\$17,641		
Equity Total	\$17,641		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,110,966	Operating Reserve	\$33,421
Books & Publications	\$1,145	Asset/Equipment Replacement < 12 months	\$504
Communication Costs	\$14,694	Capital - Buildings/Grounds incl SMS<12 months	\$62,000
Consumables	\$89,207	Maintenance - Buildings/Grounds incl SMS<12 months	\$4,554
Miscellaneous Expense ³	\$174,073	Revenue Received in Advance	\$46,925
Professional Development	\$47,748	School Based Programs	\$2,950
Property and Equipment Services	\$118,067	Total Financial Commitments	\$150,353
Salaries & Allowances ⁴	\$80,737		
Trading & Fundraising	\$17,770		
Utilities	\$19,429		
Total Operating Expenditure	\$2,673,836		
Net Operating Surplus/-Deficit	\$91,778		
Asset Acquisitions	\$12,483		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) 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.

At the close of 2017 Sorrento Primary School remained in a financially sound position, with a moderate operating cash reserve carried forward to 2018.

A surplus amount of \$62,000 was also carried forward; \$19,000 raised by our dedicated Fundraising Committee from a variety of fundraising events, along with significant donations from Southern Peninsula Community Fund, Bendigo Bank and Sorrento Rotary Club totalling \$43,000. This carried forward amount is committed to Stage One of our school grounds upgrade which continued to gain momentum in 2017, and been developed into a seven Stage Master Plan to be completed over a number of years.

2017 saw our ongoing commitment to providing a quality education to the students at Sorrento Primary School. A major focus is on literacy and numeracy, and a significant portion of our budget was expended on classroom support teachers, in class coaching and teacher professional development in these areas.

We are proud to be able to offer our students a diverse range of educational experiences which include dedicated STEM classes in our specifically designed science room, swimming lessons in our own swimming pool, water sports and safety programmes at the beach, cooking classes in our purpose built kitchen and the opportunity to do a wide variety of musical endeavours such as choir, band, learning an instrument and participating in our whole school production at the Southern Peninsula Performing Arts Centre.

The students at Sorrento Primary School engage in a variety of sports both in school and in competitions outside of school. We were also pleased to have received over \$8000 in additional sporting funds from the Australian Sports Commission Sporting Schools Programme during 2017, enabling us to provide an even broader range of sporting experiences for our students.

We continued in the National School Chaplaincy Programme, and received \$20,000 funding for the provision of a School Chaplain. This programme was invaluable to the welfare of those students and parents who accessed this service.