

2016 Annual Report to the School Community



School Name: Sorrento Primary School

School Number: 1090



Name of School Principal:	Meg Dallas
Name of School Council President:	Wendy Goodwin
Date of Endorsement:	27 th March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training

About Our School

School Context

At Sorrento Primary School we 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 2016 the enrolment was 321, 149 female and 172 male. There were 21.1 equivalent full time staff: 2 Principal class, 16.2 teachers and 2.9 Education Support staff. Thirteen classes operated – two Preps, 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 (SFO) rating is at 0.39.

The school has a strong focus on literacy and numeracy. In 2016 Literacy Support was provided to students at risk from F (Prep) -6. Student learning takes place through an inquiry approach. ICT is an integral part of the teaching program and is integrated into all curriculum areas. Specialist classes in 2016 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)

In 2016 Sorrento PS selected *Excellence in Teaching and Learning* with a particular focus on Numeracy as the FISO focus. An audit of Numeracy practices was undertaken and a plan developed to address areas highlighted by the audit. This included: Building teacher capacity through the employment of a Numeracy coach who assisted with commencing the development of a whole school approach to planning, implementation of pre and post assessments and recording of mathematical language; more consistent use of Learning Intentions and Success Criteria (and developing understanding of these); ongoing and regular analysis of data resulting in targeted intervention by classroom teachers for those students who were not making the required growth; whole school professional reading of Booker; greater emphasis on Problem Solving (mathematical thinking) and Applied Mathematics; developing an understanding of the Victorian Curriculum; trialing the mapping tool for Mathematics and refining and revisiting feedback practices to ensure a spread of task, process and self regulation feedback.

Achievement

Curriculum Framework implemented in 2016 was Victorian Curriculum

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 shows that results were higher than the Victorian average and similar to similar schools in Reading and lower than the Victorian average and similar to similar schools in Numeracy. NAPLAN data at year 5 shows that results were lower than the Victorian average and similar to similar schools in Reading and Numeracy. NAPLAN data measures students in the top three bands. NAPLAN Learning Gain data shows that 74% plus students made medium to high growth in Literacy and Numeracy, with Reading and Writing growth being particularly strong.

In 2016 student learning was supported by:

Audit of Numeracy Instruction and development of a consistent approach to the use of language and teaching of Numeracy based on best practice. This was supported by the employment of a coach to assist in this area.

Teacher coaching in the area of Writing (particularly Writer's Notebook), Spelling, Reading and Numeracy.

Ongoing identification of students making lower than expected growth and growth goals set for these students in Literacy and Numeracy.

Audit of feedback used, with a greater emphasis on process and self regulation feedback.

Continued planning in teams with a focus on analysing data and teaching at point of need.

Development of a consistent approach to planning by reviewing year, term and weekly planners, especially in the area of Numeracy.

In 2017 Student learning will be further supported by:

Commencing the creation of a guaranteed and viable curriculum in Numeracy – implementation of a whole school process for prioritising the standards in Numeracy.

Building teacher knowledge and Professional Learning Team capacity of feedback, data and assessment practices to support and accelerate learning - review assessment schedule and tools in Numeracy (including pre and post assessments).

Align processes and practices across Sorrento Primary School to ensure effective communication and professional learning - review professional learning and briefing times to allow for more effective professional learning time.

Create a binding agreement around the processes and practices at Sorrento PS.



Engagement

The Attendance data for 2016 is lower than the Victorian average and similar schools. The main reason for this is that families take holidays during term time.

In 2016 Student Engagement was supported by:

Continuation of trial of No Tosh program that encourages design thinking and gives students choice in their learning.
Continuation of Options Program in Year 5/6 with students being able to choose curriculum related workshops that interested them.
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.
Student and Parent Focus Groups to ascertain feedback on what the school is doing well and ideas for improvement.
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.

Implementation of Science (STEM) as a specialist subject

In 2017 Student Engagement will be further supported by:

Indonesian taught P-6.
Continuation of Options Program.
Use of purchased iPads
Continued investigation of BYOD program.
Development of staff ICT skills and knowledge.
Implementation of Parent and Student Portal (Compass) 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.

Wellbeing

The Attitudes to School Survey show that results were similar to the state average and similar to similar schools using the School Comparison Measure in the area of Connectedness to School and higher than the state average and higher than similar schools in the area of Student Perceptions of Safety.

In 2016 Student Wellbeing was supported by:

School Psychologist 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.
Sharing of student wellbeing concerns at the start of the year so that new staff were informed.
Continued whole school implementation of daily Circle Time, Bounce Back and Restorative Practice.
Whole school transition program: Pre School to Prep, 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 (P-2, 3-6) to allow students greater play space.
Continuation of Peacemakers Program – 5/6 students trained as playground peacemakers.
Implementation of staff mentors for Year 5 students
Welcome lunch for new students
Addressing of parent transition concerns by holding Parent Information sessions in Term 4 for parents of students moving from Prep to Year 1, Year 2 to Year 3 and Year 4 to Year 5.

In 2017 Student Wellbeing will be further supported by:

The continuation of the provision of a psychologist under the National Schools Chaplaincy Program.
Development 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.
Introduction of Parent and Student Portal on Compass to enhance communication and student feedback.
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 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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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	
<p>Enrolment Profile</p> <p>A total of 321 students were enrolled at this school in 2016, 149 female and 172 male. There were < 10% of EAL (English as an Additional Language) students and 1% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: Median of all Victorian government primary year levels:

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> Similar</p> <p> Similar</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>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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, 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>17%</td> <td>58%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>52%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>11%</td> <td>63%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>48%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>52%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	58%	25%	Numeracy	24%	52%	24%	Writing	11%	63%	26%	Spelling	26%	48%	26%	Grammar and Punctuation	22%	52%	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 year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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. 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 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>91 %</td> <td>90 %</td> <td>90 %</td> <td>91 %</td> <td>87 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	90 %	90 %	91 %	87 %	89 %	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	90 %	90 %	91 %	87 %	89 %										



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>Students Attitudes to School - Connectedness to School</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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Similar</p>

How to read the Performance Summary

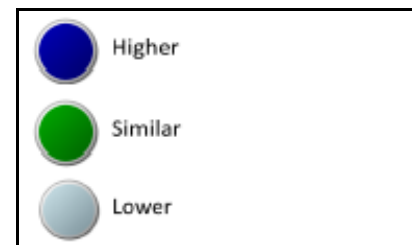
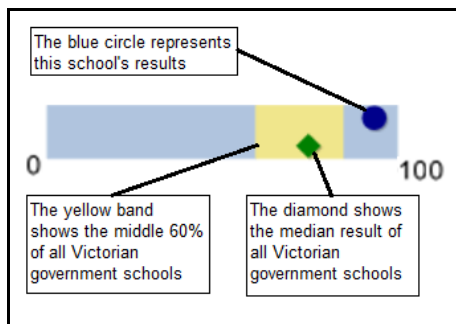
What are student outcomes?

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, P-12 and specialist schools, 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.

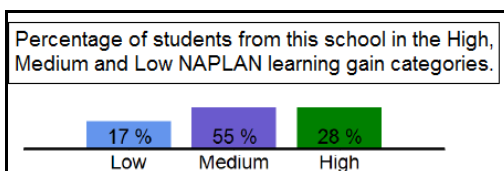
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

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 and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,090,626	High Yield Investment Account	\$72,583
Government Provided DET Grants	\$251,817	Official Account	\$51,309
Government Grants Commonwealth	\$4,787	Other Accounts	\$0
Revenue Other	\$12,958	Total Funds Available	\$123,891
Locally Raised Funds	\$306,003		
Total Operating Revenue	\$2,666,192		
Expenditure		Financial Commitments	
Student Resource Package	\$2,059,919	Operating Reserve	\$31,353
Books & Publications	\$1,066	Asset/Equipment Replacement < 12 months	\$11,000
Communication Costs	\$13,926	Capital - Buildings/Grounds incl SMS<12 months	\$1,800
Consumables	\$84,252	Maintenance - Buildings/Grounds incl SMS<12 months	\$17,554
Miscellaneous Expense	\$141,006	Revenue Received in Advance	\$59,785
Professional Development	\$35,137	School Based Programs	\$1,950
Property and Equipment Services	\$143,176	Other recurrent expenditure	\$450
Salaries & Allowances	\$78,084	Total Financial Commitments	\$123,891
Trading & Fundraising	\$54,513		
Utilities	\$19,191		
Total Operating Expenditure	\$2,630,272		
Net Operating Surplus/-Deficit	\$35,920		
Asset Acquisitions	\$5,250		

Student Resource Package Expenditure figures are as of 06 March 2017 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.

Sorrento Primary School finished 2016 in a stable financial position, with a conservative operating reserve and a modest surplus, the majority of which has been earmarked for the purchase of a new Art Room kiln and an upgrade of the swimming pool surrounds.

During 2016 the staff kitchen upgrade was completed as planned. This space is now a modern, multi-purpose kitchen, providing both a user-friendly staff room and an up-to-date teaching space, where students can participate in cooking and craft classes.

We remain committed to providing quality literacy and numeracy programmes at Sorrento Primary School so once again, a significant portion of our budget was expended on teacher professional development in these areas.

We continued to participate in the Australian Sports Commission Sporting Schools Programme and received funds during the year from the Sports Commission to support our participation. This programme gave our students the opportunity to participate in sports they may not normally have access to, such as, soccer, badminton and athletics.

We also continued in the National School Chaplaincy Programme, and received \$20,000 funding for the programme. This programme was invaluable for those students and parents who accessed the services of our chaplain.

Our fundraising Committee was once again very active, raising a total of just under \$33,000, from various fundraising activities, including the bi-annual Sorrento Primary School/St Joseph's School Fete. Much of these funds were expended during the year on the kitchen upgrade, robotics for our Science programme, a new wooden flagpole and schematic plans for a proposed outdoor play area near the Year 1/2 area.

