

2018 Annual Report to The School Community



School Name: Sorrento Primary School (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 2018 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 15 March 2019 at 09:31 AM 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 2018 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.

Attested on 28 March 2019 at 03:16 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 2018 the enrolment was 320, 148 female and 172 male. There were 21.85 equivalent full time staff: 2 Principal class, 17 (equivalent full time) teachers and 2.85 Education Support staff. Thirteen classes operated – two Foundation, four Year 1/2s, four Year 3/4s and four 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 0.32.

The school has a strong focus on literacy and numeracy, as outlined in the Annual Implementation Plan, with a strong focus on growth. In 2018 there was a focus on developing assessment capable visible learners through skilling teachers in writing learning intentions and success criteria and in developing the Sorrento PS Characteristics of an Effective Learner: Creative, Challenge Mindset, Reflective, Self Motivated, Resilient and Persevere. The Design Thinking approach continued to be developed to support students to make their thinking visible and to think 'outside the box'. The Bring Your Own Device program was implemented in 2018. ICT is integrated into all learning areas. Specialist classes in 2018 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. Classroom teachers taught basic Indonesian language and there is a focus on building intercultural understanding through studying our Asian neighbours and through the relationship with our Sister School, Cangmundo Elementary in the Philippines.

The commencement of the development of an outdoor learning and play space took place, using funds raised by the parent body.

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 2018 the focus continued to be on Excellence in Teaching and Learning. Visible Learning continued to be a focus, with professional learning provided through Corwin. This work included: refining Learning Intentions and Success Criteria (with a focus on developing understanding on the SOLO Taxonomy); developing and unpacking (with staff and students) Sorrento Primary School's six Characteristics of an Effective Learner (Reflective, Challenge Mindset, Resilient, Persevere, Self Motivated and Creative); implementation of whole school walkthroughs and continuation of student forums and student focus groups.

In Numeracy staff commenced unpacking the priority standards in the Guaranteed and Viable Curriculum, worked with a numeracy coach and implemented Essential Assessment.

In Reading there was a focus on developing classroom libraries through the purchase of authentic texts, Readers Notebooks were introduced from Foundation to Year Six, there was a strong focus on professional reading (Aimee Buckner) and High Impact Teaching Strategies (HITS) and continuation of working with literacy coaches. A teacher was trained as a Literacy Leader.

The implementation of the Design Thinking Process (with the support of professional learning and coaching) commenced and this process has enhanced student voice and engagement.

Learning Tasks were trialled, in readiness for implementation in 2019. A staff member was given time to lead this process.

Students in years three to six are accessing Compass.
The Bring Your Own Device Program (year 3-6) was implemented in 2018.

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 2018) shows that results (for the top three bands) were higher than the Victorian average and similar to like schools in both Reading and Numeracy. NAPLAN data at year 5 (for 2018) shows that results (for the top three bands) were higher than the Victorian average and similar to like schools in Reading and similar to the Victorian average and like schools in Numeracy. NAPLAN Learning Gain data shows that 69% plus students made medium to high growth in Literacy and Numeracy, with Reading, Writing, Spelling and Grammar and Punctuation growth being particularly strong.

In 2018 student learning was supported by:

Continuing with the creation of a Guaranteed and Viable Curriculum in Numeracy - unpacking priority standards in Number and Algebra.

Continuing to make learning visible via Learning Intentions and Success Criteria - development of understanding of SOLO Taxonomy.

Developing the Sorrento PS Characteristics of an Effective Learner.

Implementing whole school Walkthroughs and feedback via videoing of teacher practice.

Ensuring a consistent approach to the use of the Instructional Model in Reading Workshops and development of Classroom Libraries with authentic texts.

Whole staff professional reading on developing Readers' Notebooks.

Continuing the work commenced in the implementation of Design Thinking.

Implementing the Visible Learning Impact Cycle which focussed teachers on the impact they have on student learning.

Developing a language of learning at school and home eg: What did you learn today?

In 2019 student learning will be further supported by:

Completing the unpacking of the priority standards in Number and Algebra.

Deepening staff understanding of the pedagogy in Numeracy, with a particular focus on problem solving skills, rich/open ended assessment tasks and collecting and using formative data to drive teaching and learning and engagement of students.

Increase engagement of students through authentic texts and further development of classroom libraries, deepening understanding of the reading process and teaching vocabulary effectively.

Ongoing staff development in the teaching of Design Thinking to improve engagement and to develop student agency.

Students and staff having an understanding of and ability to demonstrate and apply the characteristics of an effective learner.

Focussing on Feedback.

Engagement

The Attendance data for 2018 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 2018 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.
 Introduction of Bring Your Own Device Program.
 Continuation of Options Program for senior students
 Continuation of Science (STEM) as a specialist program.
 Implementation of Student Portal (Compass) at Year 5/6 level to improve home/school communication regarding learning.
 In 2019 Student Engagement will be further supported by:
 Closely monitoring attendance data, in particular unapproved absences
 Continuation of Options Program.
 Continued development of staff ICT skills and knowledge.
 Ongoing Student and Parent Focus Groups.
 Implementation of Learning Tasks.
 Giving students greater voice and agency in their learning.

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 2018 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.
 Implementation of whole school buddy program.
 Yoga (F-2), Mindfulness (3/4) and Healthy Skills (5/6).
 In 2019 Student Wellbeing will be further supported by:
 The continuation of the provision of a psychologist under the National Schools Chaplaincy Program.
 Ongoing 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

Financial performance and position

At the close of 2018 Sorrento Primary School remained in a financially sound position, with a moderate operating cash reserve carried forward to 2019.
 A surplus amount of \$62,000 was also carried forward; \$29,492 raised by our dedicated Fundraising Committee from a variety of fundraising events, which included our School Fete in March, totalling \$91,492. This carried forward amount is committed to Stage One of our school grounds upgrade, which started at the end of 2018 and

included the landscaping of the oval and around the basketball court. The plan has been developed into a ten Stage Master Plan and will be completed over a number of years.

2018 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 (including equity funding) was expended on teacher employment, 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 \$5,000 in additional sporting funds from the Australian Sports Commission Sporting Schools Programme during 2018, 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 her services.

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

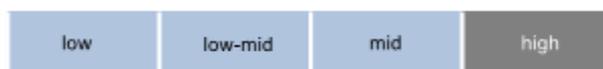
Enrolment Profile

A total of 320 students were enrolled at this school in 2018, 148 female and 172 male.

ND were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



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:  ◆ 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> 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 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" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>52%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>44%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>49%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>49%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>16%</td> <td>51%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	52%	27%	Numeracy	31%	44%	25%	Writing	20%	49%	31%	Spelling	18%	49%	33%	Grammar and Punctuation	16%	51%	33%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	20%	52%	27%																							
Numeracy	31%	44%	25%																							
Writing	20%	49%	31%																							
Spelling	18%	49%	33%																							
Grammar and Punctuation	16%	51%	33%																							

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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 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>93 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>90 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	91 %	91 %	91 %	90 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	91 %	91 %	91 %	90 %	92 %										

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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Higher</p>
<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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,192,629	High Yield Investment Account	\$47,980
Government Provided DET Grants	\$316,330	Official Account	\$53,896
Government Grants Commonwealth	\$6,720	Total Funds Available	\$101,877
Revenue Other	\$25,198		
Locally Raised Funds	\$287,686		
Total Operating Revenue	\$2,828,563		
Equity¹			
Equity (Social Disadvantage)	\$13,693		
Equity Total	\$13,693		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,165,113	Operating Reserve	\$96,407
Books & Publications	\$1,440	Funds Received in Advance	\$36,931
Communication Costs	\$9,448	School Based Programs	\$4,920
Consumables	\$73,434	Beneficiary/Memorial Accounts	\$900
Miscellaneous Expense ³	\$161,114	Capital - Buildings/Grounds < 12 months	\$46,026
Professional Development	\$46,938	Total Financial Commitments	\$185,184
Property and Equipment Services	\$178,486		
Salaries & Allowances ⁴	\$150,908		
Trading & Fundraising	\$14,468		
Utilities	\$24,413		
Total Operating Expenditure	\$2,825,762		
Net Operating Surplus/-Deficit	\$2,801		
Asset Acquisitions	\$0		

- (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 15 March 2019 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.

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).

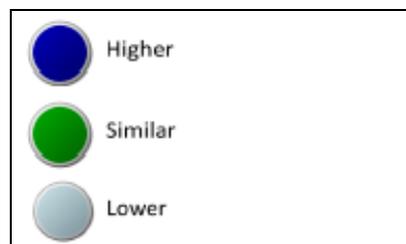


What does *School Comparison* refer to?

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*' or '*ND*' 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').