

# 2020 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](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 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 2021 at 03:23 PM by Megan Dallas (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 18 March 2021 at 07:05 PM by Sarah Newnham (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

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

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.

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## 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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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

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

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

## About Our School

### School context

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 2020 the enrolment was 284, 137 female and 147 male. One percent of students were Aboriginal or Torres Strait Islander and one percent had English as an additional language. There were 20.19 equivalent full time staff: One Principal class, 15.2 (equivalent full time) teachers and 3.99 Education Support staff. Thirteen classes operated – two Foundation, three Year 1/2s, four Year 3/4s and four Year 5/6s. Two staff members shared the role of Deputy School Leader (special payment). 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's socio economic band is low to medium.

The school has a strong focus on literacy, numeracy and visible learning.

In 2020 the global pandemic, Covid-19, impacted on schooling. Remote Learning for all students was in place from the commencement of Term Two, with F-2 students able to return to school at the end of May and Year 3-6 students in June. However, a second wave of the pandemic meant that all students returned to Remote Learning for all of Term Three and some of Term Four.

Semester One and Two reports were simplified to reflect Remote Learning and the number of Learning Tasks was reduced.

Many events had to be cancelled, although the school was lucky to hold a joint fete, with St Joseph's School, prior to the pandemic, in February.

During the school closures Sorrento PS had many 'firsts', including two 'online soirees', Parent/Teacher Interviews and School Council meetings held via WebEx, online information sessions and online assemblies. Many events had to be cancelled, with students missing out on camps, our annual production, Harmony Day, Life Skills Program and much more.

The School Review, which was due to be held in Term Two of 2020, was postponed to early 2021.

### Framework for Improving Student Outcomes (FISO)

Sorrento Primary School's Key Improvement strategy 'to build teacher knowledge and Professional Learning Team capacity in the teaching of Numeracy' was partially delivered, however remote learning meant that the Annual Implementation Plan actions and professional development had to be modified to support staff to deliver remote learning.

Significant professional learning was undertaken to develop staff skills in the use of OneNote, WebEx and videoing and editing tools, to support the teaching of Numeracy.

Staff planned collaboratively (in teams), using WebEx. Scope and Sequence and term planners were used for planning numeracy sessions. Staff videoed themselves teaching numeracy; these were uploaded for students to view.

A feedback framework was developed where teachers commented (written or recorded voice) on what the child had done well and their next learning steps. WebEx was also used to give individuals feedback on their learning. Some students emailed work to teachers; some uploaded their work to OneNote. Immediate feedback gave students focus and helped with clarity in relation to their learning.

### Achievement

Due to Covid-19 NAPLAN did not take place in 2020.

Teacher Judgement

School percent of students at or above age expected standards in English and Mathematics is above similar schools and the state.

In 2020 student learning was supported by:

- Staff researched appropriate digital platforms and trialled these with families; agreed to use OneNote, WebEx and Compass.
- Staff undertook professional learning in use of OneNote and WebEx.
- Support documents and videos for accessing digital platforms were created: OneNote and WebEx
- Remote Learning Staff Information, Support and Protocols document created, which outlined expectations for staff. Similar document provided to parents/carers.
- Use of Scope and Sequence and term planners to plan for Remote Learning.
- Staff planned collaboratively (in teams), using WebEx.
- Teachers used the Priority Standards and Learning Scale in Number and Algebra to inform their planning
- Staff used student work samples to inform next teaching focus.
- Staff assessed students during 1:1 WebEx meetings

All staff ensured the following minimum Teaching and Learning areas were addressed during Remote Learning (as outlined by DET):

Foundation – Year 2 students (per week)

- Literacy: 45-60 minutes;
- Numeracy: 30-45 minutes;
- Additional learning areas, play-based learning and physical activity of about 30-45 minutes.

Year 3 – Year 6 students (per week)

- Literacy: 45-60 minutes;
- Numeracy: 30-45 minutes;
- Physical activities: 30 minutes;
- Additional curriculum areas: 90 minutes.
- Lessons in Science, Art, Music, Indonesian, Physical Education, Wellbeing and Design Thinking were provided every week.
- Lessons included (Gradual Release of Responsibility):
  - ? Learning Intention (Success Criteria where appropriate)
  - ? Explicit Teaching (video of teaching, video link or WebEx Meetings).
  - ? Learning Activity
  - ? Reflection/Feedback (include Characteristics of an Effective Learner)
- Students could choose the order of completing learning tasks and had flexibility as to when, during the week, they completed specialist tasks.
- Feedback was given to students via OneNote. Some students emailed work to teachers; some uploaded to OneNote; immediate feedback gave students focus and helped with clarity in relation to their learning.
- Families that required laptops were able to borrow school laptops.
- Ongoing IT support provided.

In 2021 student learning will be further supported by:

Numeracy and Literacy

- Students in need of targetted academic support intervention or extension (due to low growth in 2020), will be identified and supported through the tutor learning program, in literacy and numeracy.
- Consistently using the Guaranteed and Viable Curriculum and Learning Scales for planning, assessment and monitoring student progress and growth in Numeracy.
- Identifying and tracking the top two bands in NAPLAN more closely in Year 3 and 5.
- Continue to develop teacher skills in analysing data, teaching at point of need, differentiating teaching and developing skills in the teaching of literacy and numeracy.
- Continuing to develop consistency of practice of teacher knowledge and implementation of teaching of reading

strategies for example, literacy circles, think aloud, reciprocal reading

- Continuing to purchase rich texts using recommendations from students, staff and external providers
- Supporting teachers to develop their tool box of rich mentor texts and share these at professional learning
- Greater focus on language experience, play and oral language to meet the needs of Foundation and Year 1 students.

**Design Thinking**

- Continuing professional learning with Design Thinking Coach - 4 more days.
- Continuing to work on developing teacher capacity when synthesizing and judging and filtering ideas - to work towards the prototyping.

**Engagement**

The average number of student absences in 2020 was 15.9; this was higher than the state. However, the accuracy of this data is questionable due to remote learning.

In 2020 student engagement was supported by:

- Monitoring and following up on attendance, especially students who were not engaged in remote learning – with personal phone calls, 1:1 support through WebEx sessions.
- Supporting struggling students to re-engage in schooling, by referring to outside agencies and school counsellor.
- Daily WebEx sessions with students and when at school regular use of Ready to Learn Walls, Zones of Regulations and Circle Time - provide an avenue for students to share their feelings, thoughts and opinions.
- Characteristics of an Effective Learner were promoted; many students were self-motivated during remote learning.
- Development of engaging activities (such as themed Circle Time).

In 2021 student engagement will be further supported by:

- Closely monitoring attendance data, in particular unapproved and unexplained absences.
- Ongoing Student and Parent Focus Groups.
- Acting on student feedback and giving students greater voice and agency in their learning.
- Continuation of Options Program.
- Use digital communication (Compass, WebEx and OneNote) to provide regular updates on student learning programs and to assist with communication with families.

**Wellbeing**

Attitudes to School Survey

Sense of Connectedness to School (78%) and Management of Bullying (86.3%).

In 2020 student wellbeing, during remote learning, was supported by:

- Daily timetabled Circle Time and 1:1 sessions over a week/fortnight with every student.
- Teachers available in their WebEx room/via email at all times.
- Meeting with and adapting learning/assisting of organisation of day for students at risk.
- Introduction of Wellbeing/Catch Up Fridays.
- Themed days eg: Masterchef, Lego, Kickstarters, PJ Day
- Staff Videos – Don't Stop me Now; Super Hero
- New students started in Remote Learning and quickly got to know teachers and other students via WebEx.

- Focus on gratitude.
- Support documents on maintaining healthy routines provided to families.
- Mindfulness, Wellbeing and physical activity lessons included in daily planners.
- Students encouraged to plan their days; wellbeing was the priority, rather than task completion.
- Regular News Feeds to families focussing on wellbeing.
- School Chaplain employed through OnPsych and funded through the National Schools Chaplaincy Program – provided support to families
- Behaviour Management Plans developed for students requiring support to identify triggers and proactive responses.
- Transition programs – Pre-school to Foundation, Year 6 to Year 7 and between class transitions.

In 2021 student wellbeing will be further supported by:

- The continuation of the provision of a counsellor under the National Schools Chaplaincy Program.
- Continued implementation of Resilience, Rights and Respectful Relationships program
- Continued whole school implementation of daily Circle Time, Ready to Learn, Student Learning Tool, Zones of Regulation, (to support self regulation) and Restorative Practice.
- Greater inclusion of 'brain breaks' to assist students with refocusing on their learning.
- The continuation of 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

Notwithstanding the many challenges brought about by COVID in 2020, careful planning and adaption of the budget throughout the year, enabled Sorrento Primary School to maintain a secure financial position at the end of the year, able to carry forward an operating cash reserve of \$51,528, the equivalent of two months recurrent expenditure.

In addition, the amount of \$90,257 was carried forward into 2021 as committed funds. This amount consisted of \$37,593 from funds received in advance and held in credit for families, \$16,946 for planned building and grounds maintenance, \$25,372 for buildings and grounds capital improvement projects and \$10,620 for school based programs.

Despite the impact of COVID lockdowns, the Fundraising Committee was still able to run several successful fundraising events raising over \$7,000. We received two substantial grants, SWAT \$10,260 and Bendigo Bank \$8,000. All of which combined, make up the \$25,372 we will use to continue on our capital improvement path, as part of our 10 Stage Master Plan.

2021 marks the 150th anniversary of Sorrento Primary School and \$4,850 was raised during 2020 towards the production of an anniversary book in term three 2021. \$3,300 was rolled into 2021 for the payment of the 2020 yearbook, the delivery of which was delayed to early 2021 due to COVID. Rotary once again, donated \$2,000 for take home books to be purchased in 2021 and finally \$470 donated funds was carried forward to assist students in need. These amounts make up the \$10,260 carried forward for school based programs.

It is pleasing to report that despite several lockdowns, Sorrento Primary School was able to complete many pre-planned activities, albeit some online, particularly where outside funding had been received. For example: The Schools Chaplaincy Programme continued online, the Cybersafety Project, partially funded by Jack'n'andy's Op Shop, was also held online and the construction of our bamboo garden area, an interactive learning and play space, was completed

using fundraising monies and an \$8,000 donation from Bendigo Bank.

**For more detailed information regarding our school please visit our website at**  
<https://www.sorrentops.vic.edu.au/>



# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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 284 students were enrolled at this school in 2020, 137 female and 147 male.

1 percent of students had English as an additional language and 1 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) which takes into account parents' occupations and education.

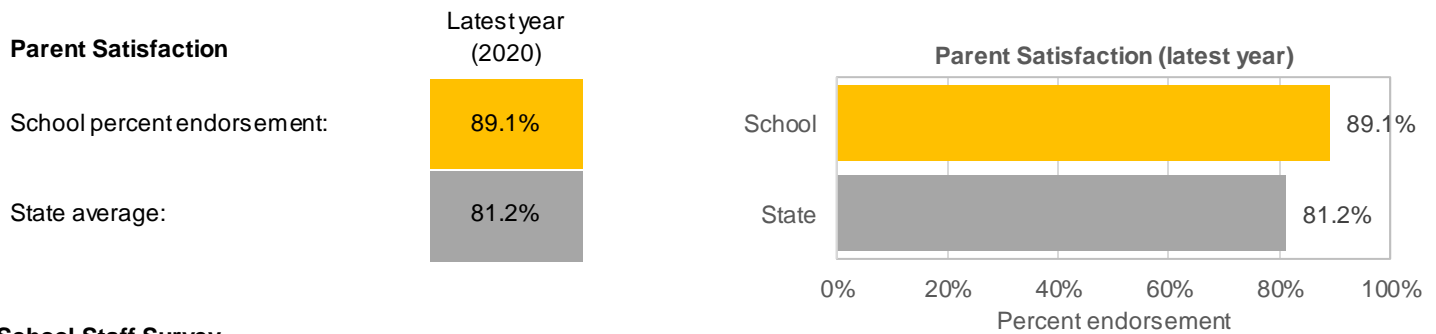
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

### Parent Satisfaction Summary

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

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

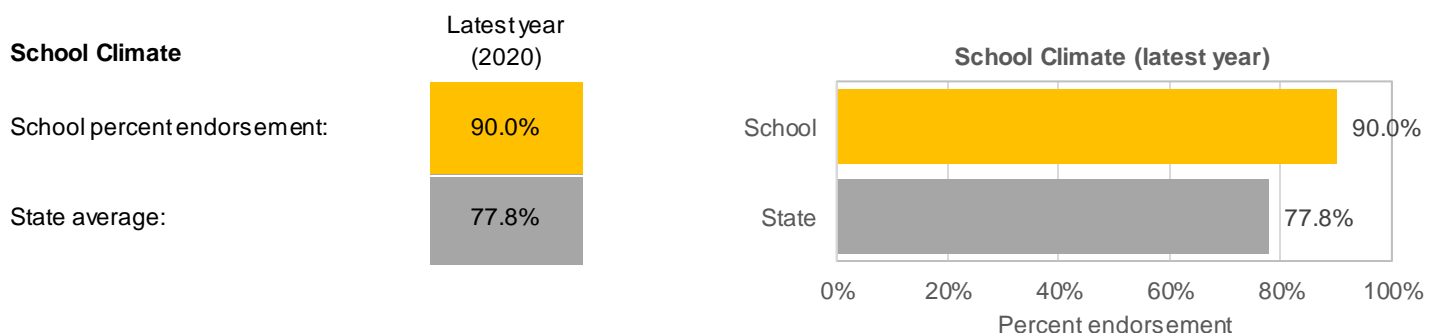


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

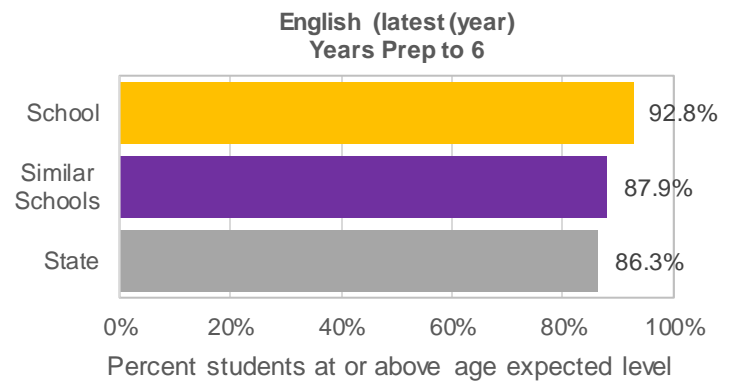
92.8%

Similar Schools average:

87.9%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

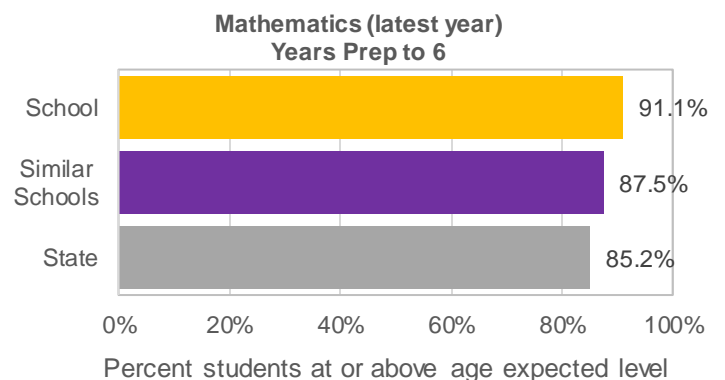
91.1%

Similar Schools average:

87.5%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

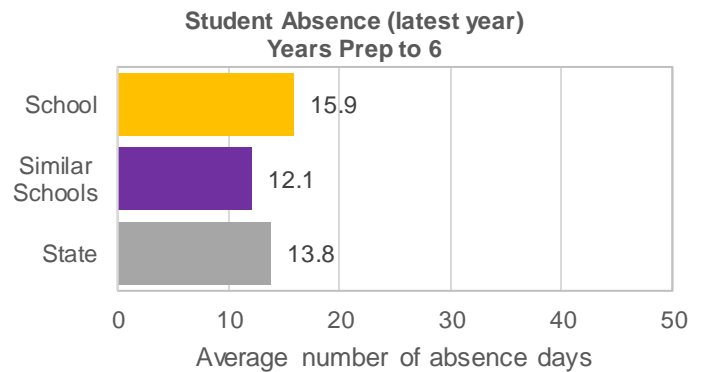
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	15.9	18.0
Similar Schools average:	12.1	14.8
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	92%	93%	92%	92%	92%	90%

## WELLBEING

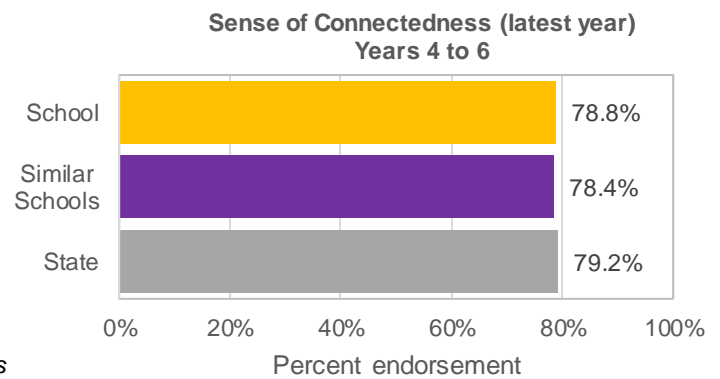
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	78.8%	83.3%
Similar Schools average:	78.4%	79.7%
State average:	79.2%	81.0%



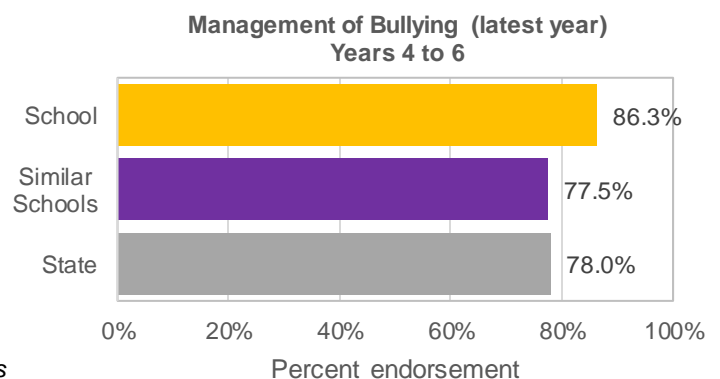
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	86.3%	86.7%
Similar Schools average:	77.5%	80.5%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,144,763
Government Provided DET Grants	\$285,490
Government Grants Commonwealth	\$11,455
Government Grants State	NDA
Revenue Other	\$27,508
Locally Raised Funds	\$130,307
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$2,599,523</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$17,796
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$17,796</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,171,599
Adjustments	NDA
Books & Publications	\$502
Camps/Excursions/Activities	\$27,040
Communication Costs	\$5,366
Consumables	\$56,211
Miscellaneous Expense <sup>3</sup>	\$7,590
Professional Development	\$21,896
Equipment/Maintenance/Hire	\$23,912
Property Services	\$62,312
Salaries & Allowances <sup>4</sup>	\$86,272
Support Services	\$35,578
Trading & Fundraising	\$12,417
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$29,281
<b>Total Operating Expenditure</b>	<b>\$2,539,975</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$59,547</b>
<b>Asset Acquisitions</b>	<b>\$8,668</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 01 Mar 2021 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 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$104,855
Official Account	\$35,860
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$140,715</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$51,528
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$37,593
School Based Programs	\$10,620
Beneficiary/Memorial Accounts	\$600
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$25,372
Maintenance - Buildings/Grounds < 12 months	\$16,946
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$141,785</b>

*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.*