

**2014 Annual Report to
the School Community**

Sorrento Primary School

School Number: 1090



Name of School Principal: Meg Dallas

Name of School Council President: Wendy Goodwin

Date of Endorsement: 24th March
2015

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 - languages program' minimum standards until 31 December 2014.

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 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 2014 the enrolment was 307 with 20 equivalent full time staff: 2 Principal class, 16.9 teachers and 2.8 Education Support staff. Thirteen classes operated – two Preps, five Year 1/2s, three 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. 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 2014 included Art, Physical Education and Music (including instrumental music, a band and two choirs). 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.

In 2014 Get Reading Right was introduced to assist students having difficulties with phonics and the Fountas and Pinnell Benchmarking Kit was introduced to assist teachers in assessing student needs in reading.

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

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.

NAPLAN data in Literacy and Numeracy at year 3 show that results were lower using the school comparison measure and at year 5 were similar using this same measure.

Relative Growth data shows that 60% plus students made medium to high growth in Literacy and Numeracy.

In 2014 student learning was supported by:

Continuing to support students at risk in Literacy through programs such as Get Reading Right and Levelled Literacy Intervention. Implementing Fountas and Pinnell Benchmarking and Continuums, which has a greater focus on comprehension, rather than just decoding, resulting in teachers being more able to teach at point of need.

Coaching in the area of Reading and Writing.

Implementation of My Learning Journey, giving students an understanding of themselves as learners and what their next goals should be.

Team planning with a focus on analysing data and teaching at point of need.

Inclusion of word problems in the mathematics curriculum.

In 2015 Student learning will be further supported by:

Cocoaching with a focus on instructional practice.

Coaching in the area of Writing and Spelling.

Development of Oral Language Program.

Continued implementation of whole school program for writing.

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

Engagement

The Attendance data for 2014 is lower than other schools. The main reason for this is that families take holidays during term time. The school identified late arrivals as an issue. The Attitudes to Schools data showed that girls were more motivated than boys.

In 2014 Student Engagement was supported by:

Implementing an incentive program for all students to encourage them to be at school on time.

Providing Home Learning Plans for extended absences, such as family holidays.

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.

Focusing on building relationships between staff and students eg: through Circle Time, camps, games.

Introduction of Writer's Notebooks and student choice of topic to encourage engagement in Writing.

Leasing of tablets to supplement ICT program.

Implementation of eSmart.

In 2015 Student Engagement will be further supported by:

Introduction of Options Program for Year 5/6 students where students will have a choice of workshops they can attend.

Investigation of student personalised learning options to better engage students and give them greater input into their learning.

Investigation of 1:1 tablet program.

Implementation of Parent Portal to improve home/school communication regarding learning.

Wellbeing

The Attitudes to School Survey show that results were lower than similar schools using the School Comparison Measure. School based data showed that there was an improvement in the Attitudes to School Survey when students were resurveyed in August. Wellbeing data in the Attitudes to School survey showed that Year 5 and 6 female results were similar to the state average while Year 5 and 6 males results were lower than the state average. When interviewed students talked about home issues impacting negatively on their attitude to school.

In 2014 Student Wellbeing was supported by:

Counselling offered through Mental Health Plans and the school psychologist.

Tracking student wellbeing and behaviour incidents through online Xuno Software (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.

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.

Multi-age days were held each term.

Opening of The Cove two lunchtimes each week, allowing students an alternative play area.

Introduction of one split recess and one split lunchtime (P-2, 3-6) to allow students greater play space.

In 2015 Student Wellbeing will be further supported by:

The appointment of a psychologist under the National Schools Chaplaincy Program.

The opening of the Backyard (an additional play area) and continued split lunch and split recess once a week.

Continued use of Xuno for recording incidents and wellbeing issues.

Forming of a Wellbeing Team.

Professional Learning on Circle Time and Restorative Practice.

Implementation of the Peacemakers Program.

Continued implementation of Better Buddies.

Continued Transition Program

Continuation of at least one multi-age activity each term to build relationships across age groups.

Productivity

The curriculum budget has a strong focus on Literacy and ICT. In 2014 staff were allocated to support students at risk in literacy and to help reduce class size during Literacy and Numeracy.

A Mod 5 building was delivered at the start of 2014 and has been used for literacy support and as a multi-purpose room.

The school community is most supportive, with local organizations such as Jack'nAndy's and the Rotary Club donating money to the school on an annual basis. This money is used to supplement school programs and purchase resources. Parents are encouraged to be involved in a variety of ways: assisting in the classroom, on camps and excursions, as guest speakers (through our Asia Literacy Program), at working bees, on council sub committees and with fundraising. Students are involved in the community through events such as ANZAC Day.

Professional learning takes a whole school approach to ensure consistency of practice. Coaching has been a large aspect of the professional learning throughout 2014. All teaching and administrative staff had a coach. In addition two literacy coaches worked with the staff throughout the year.




Fundraising money was used to purchase literacy resources and the remainder was put towards the development of an outdoor performing arts area (to be built in 2015). Other works that took place in 2014 included the painting of the change rooms at the swimming pool, the staff toilets and an internal door in the office and the landscaping of the area outside the Prep rooms and the area at the front of the school. In addition established trees have been planted beside the oval and basketball court.

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 performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools:  Result for this school:  Median of all Victorian government schools: 

School Profile

School Enrolments

A total of 307 students were enrolled at this school in 2014, 151 female and 156 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:





Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Lower</p> <p> Lower</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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




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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38%</td> <td>34%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>37%</td> <td>40%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>50%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>37%</td> <td>40%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>60%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	38%	34%	28%	Numeracy	37%	40%	23%	Writing	40%	50%	10%	Spelling	37%	40%	23%	Grammar and Punctuation	27%	60%	13%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1046 920"> <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>92 %</td> <td>91 %</td> <td>91 %</td> <td>90 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	91 %	90 %	91 %	91 %	92 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>

How to read the Performance Summary

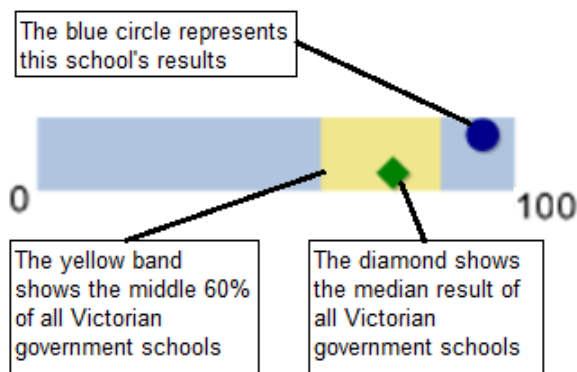
What are student outcomes?

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 colleges, 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.

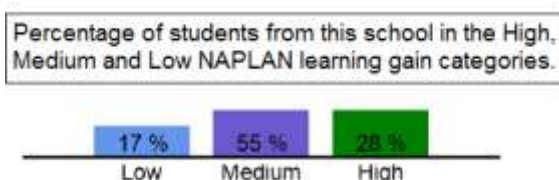
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.

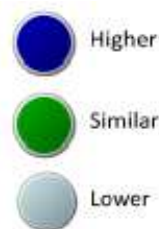


What is a *School Comparison*?

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 Indigenous 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.

