

# 2025 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 \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 13 April 2026 at 04:21 PM by Elaine Lesiuk (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 29 April 2026 at 01:00 PM by Elaine Lesiuk (Principal)

## How to read the Annual Report

### What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

### 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
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - average absence days per student
  - student attendance rate

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

## NDP and NDA

'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.

'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.

## 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 disabilities 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').

## Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

## About Our School

### School context

Sorrento Primary School aims to provide personalised learning opportunities both inside and outside the classroom. We strive to create a school that is inclusive and safe, where everyone is empowered to participate, learn, and succeed, exploring their passions and interests. We provide a collaborative and engaging learning environment where all students develop literacy, numeracy and life skills that will assist them in becoming valued and active participants in the local and global community.

Sorrento Primary School values connections to self, others and our environment.

Connection to self includes learning about ourselves: positive learning dispositions and both intrinsic and extrinsic behaviours, exploring personal values, passions and interests. Connection to others includes: positive relationships with and expectations of friends, other students, family, and adults both within and outside the school community. Connection to our environment includes engaging positively with our school and local surroundings, acknowledging our history and showing an interest in our future, as well as global issues and beliefs.

Sorrento Primary School is situated at the end of the Mornington Peninsula and is bordered between Sorrento Front Beach (Port Phillip Bay), Sorrento Back Beach (Ocean Beach) and Point Nepean (Portsea). We acknowledge the Bunurong Peoples as the traditional owners of the land, and spend time building a genuine connection with our natural environment. In 2025 the enrolment grew to 280; 144 female and 136 male. The majority of the students live in Rye, Blairgowrie and St Andrews, with some students residing in Fingal, Sorrento and Portsea. A few students live in Rosebud and Tootgarook. The majority of the students are driven to school. The school's Student Family Occupation and Education (SFOE) band value is low to medium.

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

Sorrento Primary School commenced a new School Strategic Plan in 2025, prioritising maximising student learning growth, engagement, connectedness, and wellbeing for every student, through embedding our teaching and learning approach using the Victorian Teaching and Learning Model 2.0. We are embedding consistent implementation of our school's Instructional Model across curriculum areas through observation, coaching and feedback. The school continued to refine 5-weekly data tracking of students in literacy and staff completed professional learning related to literacy and synthetic phonics. Teacher judgement against the Victorian Curriculum aligns closely with NAPLAN reporting, suggesting consistency and accuracy in data analysis. The school also

refined 5-weekly data tracking of students for Mathematics after staff completed professional learning in the teaching of Mathematics and reviewed the new curriculum.

In 2025 in English 89.8% of students were reported by teachers at or above age expected standards, above both State (86.5%) and Similar School (87.8%) averages. In Mathematics 86.8% of students were reported at or above age expected standards, above State (84.4%) and similar school average (86.7%).

In NAPLAN Reading, Year 3 students had 58.8% of students in Strong or Exceeding, whilst Year 5 students had 77.8%. Year 3 results were below State (70.9%) and Similar Schools (72.5%), however Year 5 students outperformed State (75.4%) and Similar Schools (76.6%). In Numeracy, Year 3 students had 53.1% of students in Strong or Exceeding, whilst Year 5 students had 50%. Year 3 results were below State (67.6%) and Similar Schools (70.8%), as were Year 5 students with State (70.6%) and Similar Schools (71.7%). Measuring High or Medium Relative Growth from Year 3 to 5 shows 91.4% in Reading and 62.9% in Numeracy. This reflects students significantly exceeding similar schools and state results in Reading yet below in Numeracy.

When analysing School and Department data, Sorrento Primary School Learning is medium as measured in the School Performance Report, trending up over the past 3 years.

## Wellbeing

Wellbeing measures both the Sense of Connectedness and Management of Bullying. The School Strategic Plan's goal is to maximise student engagement, connectedness, and wellbeing. This will be achieved through focusing staff professional learning on building the capability of students to be active participants in their learning journey, and also empowering all staff to embed wellbeing and inclusive practices to support student learning.

The 2025 Sense of Connectedness school percentage of positive endorsement was 81.9% compared to the State average (77.1%) and Similar Schools (73.4%). Management of Bullying was significantly higher than both State (76.4%) and Similar Schools (74.9%), measured at 87.7%, also above our 4 year average of 86.5%.

The Wellbeing domain as measured in the annual School Performance Data has Sorrento Primary School's results as High when compared to Similar Schools.

## Engagement

Our School Strategic Plan goal to increase the percentages of positive student responses in AtoSS for stimulated learning from 75% (2024) to 78%, student voice and agency from 74% (2024) to 78%, motivation and Interest from 76% (2024) to 78%, and teacher concern from 74% (2024) to 78% are all on track to be achieved over the 4-year period, showing increases in all categories.

Student attendance decreased slightly over the previous 4 years however the school has strengthened processes to monitor and follow up absences, and no particular year level are

impacting the data more or less than the others. Student Absences (Prep to Year 6) averaged 29.3 days per year compared to State (21.5 days) and Similar Schools (21.3 days).

## Other highlights from the school year

During the 2025 school year, Sorrento Primary School celebrated many successes including:

**Facility Upgrades** - a toilet block refurbishment modernising the outdoor toilet space, painting of external surfaces of our relocatable buildings, and fresh carpeting of the office space, removal of an old sports shed to make way for an additional playground

**Additional Playground** - the removal of the sports shed made room for an additional playground area. Student leaders worked with the school leadership team to design a new Ninja Warrior Course. This apparatus required the area to be excavated and prepared over the holiday period. The school now boasts an obstacle course which provides opportunities for students movement, developing strength and agility

**Expansion of Coastal School Program** - due to the success of our Foundation Coastal School Program, our Year 1 and 2 teachers are now implementing a half day outdoor education program at the Sorrento front beach or park each Friday morning. As an extension of our Foundation transitional program from Bush Kinder, our Year 1 and 2 students are now able to engage in learning outdoors each week. This program is closely linked to the curriculum and learning which is undertaken back at school throughout the week. Students are engage in literacy and numeracy tasks utilising the environment to ensure learning is practical and hands on, linking the local environment to each learning opportunity.

## Financial performance

The end of 2025 saw Sorrento Primary School carry forward an amount of \$215,809. A significant portion of this amount, \$138,080, was carried forward for facilities and maintenance projects, commenced in 2025 and scheduled for completion in 2026. Most notably, excavation works for and construction of the new Ninja Playground, the painting of the Senior/Art building and significant tree and vegetation works from BARR funding, all scheduled to be carried out in January 2026.

\$7,000 of carried forward funding was allocated towards a new pool heater, with the remainder to be raised from 2026 fundraising. A further \$7,000 was allocated towards the installation of split system air conditioners to replace appliances no longer working. \$12,400 was carried forward for 2025 Outdoor Education and Year 6 Graduation costs to be invoiced in January 2026.

Our fundraising team excelled again, raising an impressive \$25,925 throughout the year from a variety of events including our annual Lapathon, an offsite Mother's Day Lunch and sausage sizzles. All funds from fundraising were allocated to the new Ninja Playground.

In 2025 we partnered with Real Schools to provide the majority of our school professional learning for the next three years. This partnership is an exciting step in driving positive changes to our overall school culture.

We are proud of the diverse range of educational experiences we are able to offer our students, despite significant funding challenges. Dedicated digital technologies classes, enquiry-based learning across all year levels, water sports and safety programs at the beach, YAWA Aquatic Centre and swimming in our own school pool, cooking and gardening classes, a wide variety of performing arts experiences and our innovative offsite outdoor education program.

Our students engage in a variety of sports both in and outside of school. We were also pleased to receive over \$3,000 in additional sporting funds from the Australian Sports Commission Sporting Schools program during 2025, enabling us to provide an even broader range of sporting experiences.

We continued in the National School Wellbeing Program and once again received \$20,000 funding for the employment of a Counsellor. We also continued to offer an Outside of School Hours Care program, an invaluable service for a number of our families.

The support we provided to our student learning in 2025 was unprecedented, with the employment of additional education support staff to assist in classrooms. We again provided literacy and numeracy tutoring to students from both education support and teaching staff and look forward to expanding this further in 2026.

**For more detailed information regarding our school please visit our website at  
<https://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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile


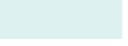

A total of 272 students were enrolled at this school in 2025, 139 female and 133 male. NDP had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Low - Medium**.




### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	84.2%	
	Similar schools	79.9%	
	State	82.0%	

### School Staff Survey


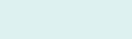


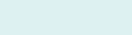

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	86.0%	
	Similar schools	79.3%	
	State	77.4%	

## LEARNING


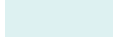

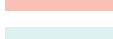








### Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>89.8%</b>	
	Similar schools	87.8%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>86.8%</b>	
	Similar schools	86.8%	
	State	84.2%	

## NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.


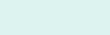


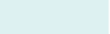

		2025		3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>58.8%</b>		<b>58.9%</b>
	Similar schools	72.5%		72.8%
	State	69.5%		69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>77.8%</b>		<b>81.6%</b>
	Similar schools	76.6%		77.8%
	State	73.9%		74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>53.1%</b>		<b>63.6%</b>
	Similar schools	70.8%		70.3%
	State	66.2%		66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>50.0%</b>		<b>68.7%</b>
	Similar schools	71.7%		70.8%
	State	69.1%		68.1%

## NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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'.


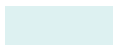

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>91.4%</b>	
	Similar schools	73.0%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>62.9%</b>	
	Similar schools	70.4%	
	State	74.0%	

## WELLBEING




### Student Attitudes to School – Sense of Connectedness

The percentage 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).

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>81.9%</b>		<b>80.9%</b>
	Similar schools	73.5%		75.5%
	State	77.1%		77.3%

### Student Attitudes to School – Managing Bullying

The percentage 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).

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>87.7%</b>		<b>86.5%</b>
	Similar schools	75.4%		76.2%
	State	76.4%		75.8%

## ENGAGEMENT








### Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
<b>Prep - 6</b>	<b>School</b>	<b>29.3</b>	<b>27.4</b>
	Similar schools	21.3	21.8
	State	21.5	21.7

### Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
<b>Prep</b>	<b>School</b>	<b>84.7%</b>	
<b>Year 1</b>	<b>School</b>	<b>84.0%</b>	
<b>Year 2</b>	<b>School</b>	<b>85.9%</b>	
<b>Year 3</b>	<b>School</b>	<b>87.0%</b>	
<b>Year 4</b>	<b>School</b>	<b>85.7%</b>	
<b>Year 5</b>	<b>School</b>	<b>84.7%</b>	
<b>Year 6</b>	<b>School</b>	<b>84.6%</b>	

## FINANCIAL PERFORMANCE AND POSITION

### FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$2,805,726
Government Provided DET Grants	\$300,557
Government Grants Commonwealth	\$9,256
Government Grants State	\$21,221
Revenue Other	\$37,098
Locally Raised Funds	\$345,097
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,518,955</b>

Equity	Actual
Equity (Social Disadvantage)	\$18,333
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$18,333</b>

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$2,754,284
Adjustments	\$0
Books & Publications	\$5,449
Camps/Excursions/Activities	\$145,477
Communication Costs	\$2,746
Consumables	\$46,942
Miscellaneous Expenses <sup>2</sup>	\$17,487
Agency Staff	\$0
Professional Development	\$24,740
Equipment/Maintenance/Hire	\$62,855
Property Services	\$52,410
Salaries & Allowances <sup>3</sup>	\$227,025
Support Services	\$22,518

<b>Expenditure</b>	<b>Actual</b>
Trading & Fundraising	\$81,526
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,963
<b>Total Operating Expenditure</b>	<b>\$3,470,422</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$48,533</b>
<b>Asset Acquisitions</b>	<b>(\$0)</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$159,985
Official Account	\$55,824
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$215,810</b>

Financial Commitments	Actual
Operating Reserve	\$119,356
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$8,400
School Based Programs	\$4,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$2,600
Capital - Buildings/Grounds < 12 months	\$74,730
Maintenance - Buildings/Grounds < 12 months	\$63,350
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$272,436</b>

*All funds received from the Department of Education, 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.*