

# 2024 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 31 March 2025 at 10:06 AM by Elaine Lesiuk (Principal)

- As executive officer of the school council, I attest that this 2024 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 25 April 2025 at 12:28 PM by Elaine Lesiuk (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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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

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

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

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').

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## Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### School context

Sorrento Primary School is a school of excellence, which 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 will provide a collaborative and engaging learning environment where all students will 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 positive learning dispositions and both intrinsic and extrinsic behaviours, exploring passions and interests. Connection to others includes: positive relationships with friends, 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 2024 the enrolment was 256; 132 female and 124 male. There were 15.4 equivalent full time teaching staff, made up of one Principal class, one Learning Specialist, 13.4 (equivalent full time) Teachers and 2.7 Education Support Staff. Eleven classes operated – two Foundation, three Year 1/2s, three Year 3/4s and three Year 5/6s. A full time Learning Specialist was released to act in the position as Assistant Principal. A PLC approach to curriculum planning promoted consistency of delivery throughout the entire school. The majority of the students live in Rye, Blairgowrie and St Andrews, with some students residing in 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 had a 4 yearly school review during 2024. This allowed the opportunity for us to celebrate our progress and successes and reflect on the school direction moving into the next review cycle.

The 2020-2024 School Strategic Plan goal to improve student learning outcomes for every student in literacy and numeracy was partially met, with one target partially met, one not met and 2 targets

not able to be assessed. The panel found that student literacy was improving, particularly in reading, where the percentage of students in the strong or exceeding bands of both the 2023 (84%) and 2024 (83%) Year 5 NAPLAN was above the state mean. The school introduced 5-week 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 introduced 5-week data tracking of students for numeracy and staff completed professional learning in the teaching of Mathematics delivered by an external expert.

In 2024 in English 88.8% of students were reported at or above age expected standards, above both State (86.4%) and Similar School (87.7%) averages. In Mathematics 88.2% of students were reported at or above age expected standards, above State (85.9%) and same as similar school average (88.3%).

The NAPLAN test was revised in 2023, therefore 2-year averages have been used for 2024. In Reading, Year 3 students had 67.5% of students in Strong or Exceeding, whilst Year 5 students had 83.3%. Year 3 results were below State (68.7%) and Similar Schools (73.6%), however Year 5 students outperformed State (73%) and Similar Schools (75.6%). In Numeracy, Year 3 students had 70% of students in Strong or Exceeding, whilst Year 5 students had 78.4%. Year 3 results were above State (65.5%) and matched with Similar Schools (70.4%), however Year 5 students significantly outperformed both State (67.3%) and Similar Schools (69.8%).

When analysing School and Department data, Sorrento Primary School Learning is improving as measured in the School Performance Report, trending up over the past 2 years.

## Wellbeing

Wellbeing measures both the Sense of Connectedness and Management of Bullying. The 2020-2024 School Strategic Plan goal to improve student resilience and wellbeing was partially met, with one target partially met and one target not met, however the goals were set high. The school appointed a leading teacher with the responsibility for wellbeing across the school and introduced a place-based offsite learning program for Foundation students. The Attitudes to School Survey (completed by students in Years 4 to 6, factor of resilience, 85% (2019) to 86% (2024) remained stable over the 4 years.

The Sense of Connectedness school percentage of positive endorsement was 80% compared to the State average (76.8%) and Similar Schools (75.3%). Management of Bullying was significantly higher than both State (75.5%) and Similar Schools (76.3%), trending up over our 4-year average of 85.9%.

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

## Engagement

The 2020-2024 School Strategic Plan goal to improve student engagement in learning was partially met, with one target partially met and one target not met. The panel found the school had

focused on creating a calm and orderly environment across all classes by implementing a consistent behaviour management approach across classrooms. The Attitudes to School Survey (AtoSS) percentage positive endorsement for Sense of confidence, 80% (2019) to 86% (2024) and Student voice and agency, 67% (2019) to 74% (2024) had both improved. The AtoSS percentage positive endorsement for Motivation and interest, 78% (2019) to 76% (2024) and Stimulating learning, 76% (2019) to 75% (2024) had both remained stable. The Review panel observed a positive, safe and orderly learning environment in all classrooms and a clearly understood behaviour management and support system. The school had embedded strong management and learning routines that were consistent and visible in all classrooms. This alignment and consistency was supported by both staff and students in teacher and student focus groups.

Student attendance had decreased over the previous 4 years (particularly since Covid) however the school has strengthened processes to monitor and follow up absences. Student Absences (Prep to Year 6) averaged 26.8 days per year compared to State (21.8 days) and Similar Schools (22.6 days).

## Other highlights from the school year

**Outdoor Education Programme** - Over the 2024 school year our Outdoor Education continued to grow and flourish. Foundation students attended weekly Coastal School sessions at Point Nepean. Staff and families reported high levels of engagement, with strong links to the positive learning results being achieved. Students from Years 1 to 6 attended the Ranch Camp weekly for a period of up to 4 weeks, engaging in team building and challenge based activities. Teachers reported enthusiastic and engaged students, and the survey undertaken by the Ranch identified 100% of students believed their resilience grew and 95% believed their wellbeing improved. Years 3 to 6 also participated in a specialist subject building their connection to the environment, to their land, and the issues pertaining to our world. The Attitudes to School Survey wellbeing measures showed our performance in this domain as high compared to similar schools. This is a positive outcome, supporting the successful implementation of our innovative programme.

**School End of Year Concert** - The 2024 year saw the introduction of an End of Year Concert to celebrate our Performing Arts programme with the school community. This free event was positively supported and received by families, with most students participating and performing to a large audience. Families and friends enjoyed a picnic dinner, whilst students performed a rehearsed song and dance (learned through our school incursion Dance'n'Schools). This concert will continue to grow into the future.

## Financial performance

Sorrento Primary School finished 2024 in a stable financial position, with a conservative operating reserve and a modest surplus, the majority of which has been earmarked towards the purchase of three new interactive flat panel screens for classrooms and the construction of a new outdoor ninja obstacle course. A significant portion of our budget in 2024 was spent on new levelled readers, class texts and library books, as part of our ongoing commitment to providing a quality literacy programme. We once again participated in the Australian Sports Commission Sporting

Schools Program and received funds during the year from the Sports Commission to support our participation. The National School Wellbeing Program funding enabled us to provide invaluable support to students and families with the employment of a new school wellbeing officer two days per week. The fundraising activities held throughout the year raised the incredible total of just over \$31,000. This provided the funds to purchase new soccer goals for the oval, landscape the rotunda area, carry out more external painting and re-furbish the office foyer and adjoining offices. Our outdoor education program expanded; in addition to the Foundation students learning at Coastal School at Point Nepean one day per week, the year 1-6 students participating in off-site learning programs at The Ranch in Boneo. This program is funded by family contributions along with support from community groups such as Rotary. We again received Department funding to facilitate our Outside of School Hours Care program which continues to grow, the program will be evaluated in 2025. The gardening club went from strength to strength during 2024. Our fruit tree orchard was established in the swimming pool area, and a wide range of students from all year levels cultivated and harvested fruit and vegetables, which were then sold at market stalls to provide ongoing funds for the garden. Students are supported in their learning with individual education plans, literacy and numeracy tutoring and in-class support. We continue to offer a wide range of unique learning opportunities, swimming lessons in our school pool along with and participation in other water activities at our local beach, STEM and Digital Technologies classes in our dedicated technology rooms and enquiry-based learning across all year levels.

**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 256 students were enrolled at this school in 2024, 132 female and 124 male.

NDP percent of students had English as an additional language and NDP 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).

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.



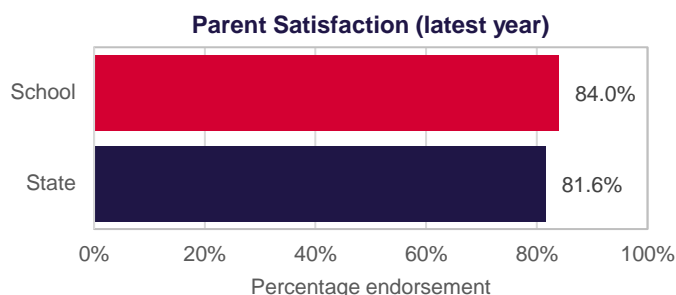
This school's SFOE band value is: **Low - Medium**

## 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.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	84.0%
State average (primary schools):	81.6%



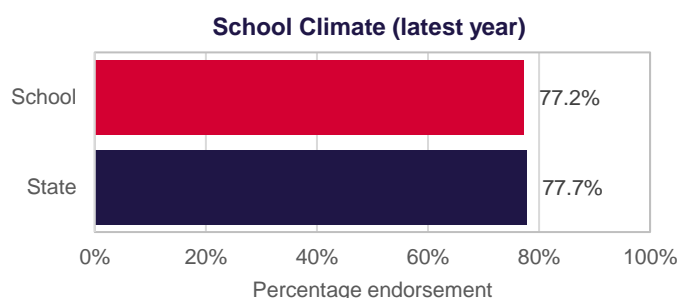
## School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	77.2%
State average (primary schools):	77.7%



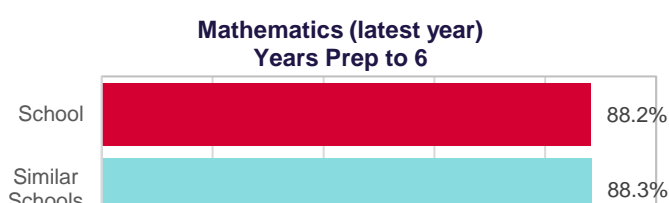
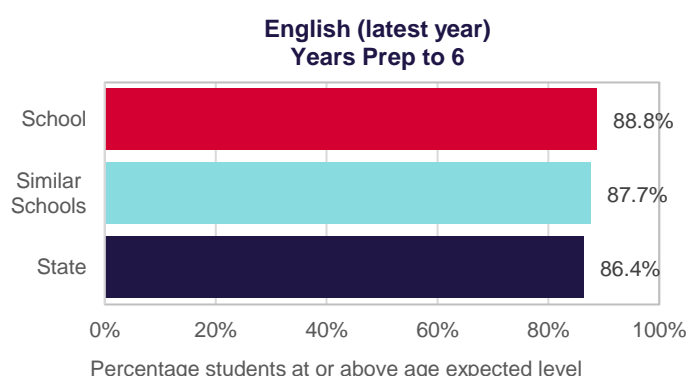
## LEARNING

**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 against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	88.8%
Similar Schools average:	87.7%
State average:	86.4%





Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	88.2%
Similar Schools average:	88.3%
State average:	85.9%



## LEARNING (continued)

**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.

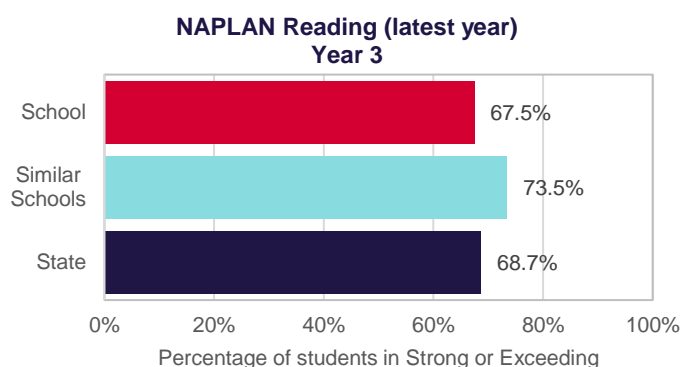
### NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

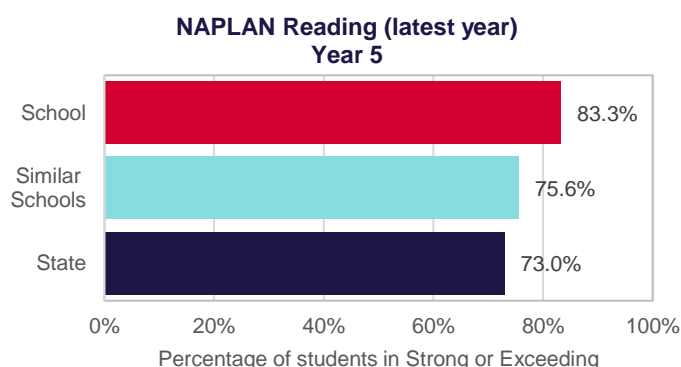
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.5%	59.0%
Similar Schools average:	73.5%	73.0%
State average:	68.7%	69.2%



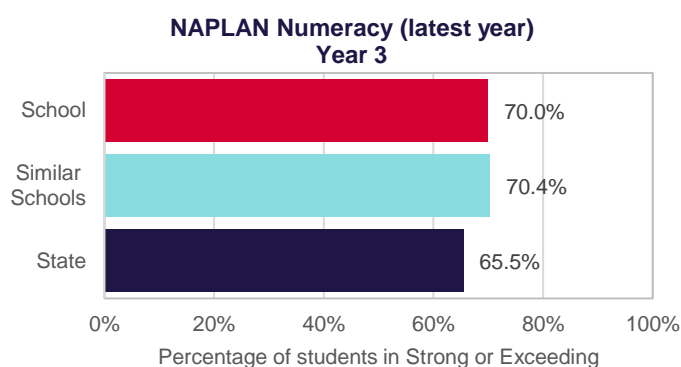
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.3%	83.3%
Similar Schools average:	75.6%	78.4%
State average:	73.0%	75.0%



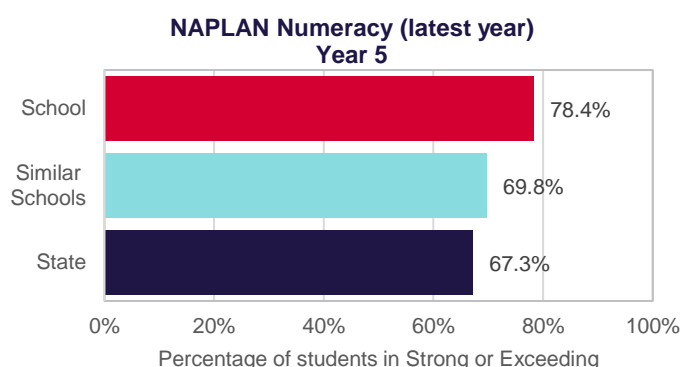
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.0%	67.9%
Similar Schools average:	70.4%	70.0%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.4%	77.2%
Similar Schools average:	69.8%	70.4%
State average:	67.3%	67.6%



## LEARNING (continued)

**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.

### NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

80.0%

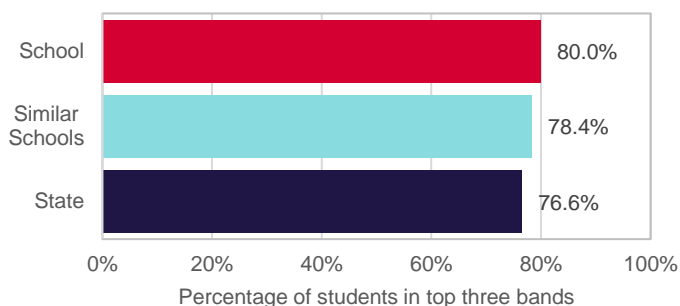
Similar Schools average:

78.4%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

80.6%

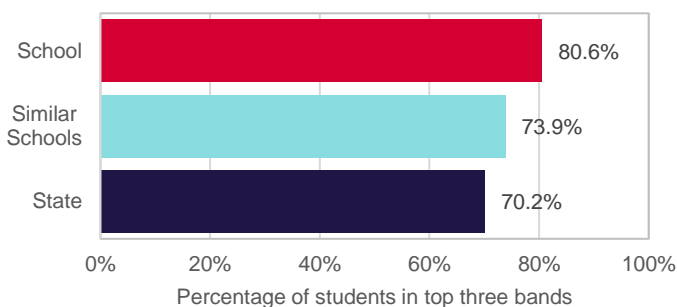
Similar Schools average:

73.9%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

69.2%

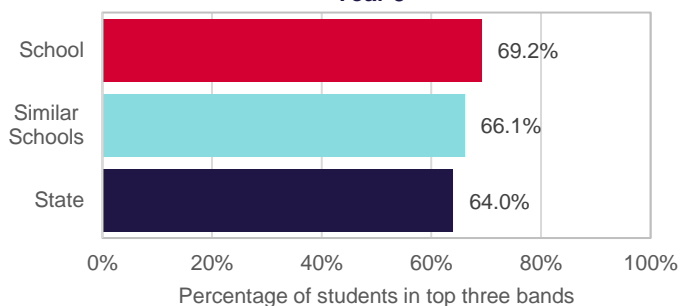
Similar Schools average:

66.1%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

55.6%

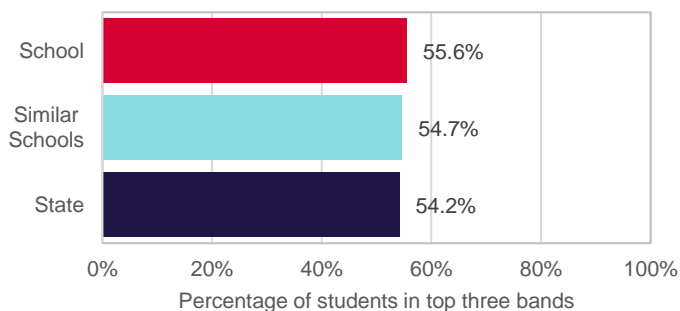
Similar Schools average:

54.7%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## 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.

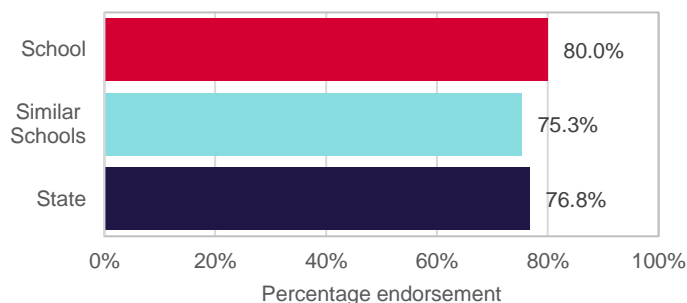
### Student Attitudes to School – Sense of Connectedness

The 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).

#### Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	80.0%	82.6%
Similar Schools average:	75.3%	76.2%
State average:	76.8%	77.9%

#### Sense of Connectedness (latest year) Years 4 to 6



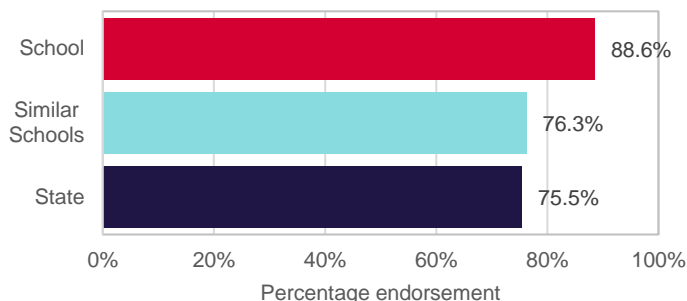
### Student Attitudes to School – Management of Bullying

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).

#### Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	88.6%	85.9%
Similar Schools average:	76.3%	76.5%
State average:	75.5%	76.3%

#### Management of Bullying (latest year) Years 4 to 6

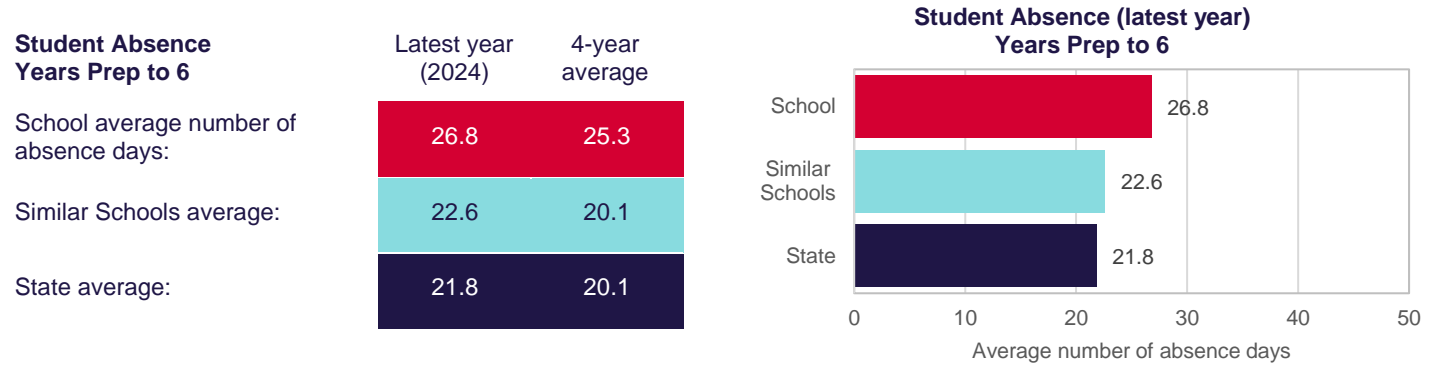


ENGAGEMENT

**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.



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	85%	89%	88%	86%	88%	85%	85%



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$2,512,898
Government Provided DET Grants	\$259,134
Government Grants Commonwealth	\$6,688
Government Grants State	\$0
Revenue Other	\$21,724
Locally Raised Funds	\$304,617
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,105,062</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$17,586
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$17,586</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,547,633
Adjustments	\$0
Books & Publications	\$2,205
Camps/Excursions/Activities	\$133,603
Communication Costs	\$2,963
Consumables	\$55,057
Miscellaneous Expense <sup>3</sup>	\$16,158
Professional Development	\$7,701
Equipment/Maintenance/Hire	\$46,917
Property Services	\$37,183
Salaries & Allowances <sup>4</sup>	\$187,008
Support Services	\$29,455
Trading & Fundraising	\$125,178
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$28,118
<b>Total Operating Expenditure</b>	<b>\$3,219,180</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$114,118)</b>
<b>Asset Acquisitions</b>	<b>\$8,182</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 16 Feb 2025 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 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$280,220
Official Account	\$42,020
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$322,241</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$111,921
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$43,370
School Based Programs	\$16,839
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$36,400
Maintenance - Buildings/Grounds < 12 months	\$59,750
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$268,280</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.*