

2019 Annual Report to The School Community



School Name: Surfside Primary School (5354)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian 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 2019 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 13 March 2020 at 11:46 AM by Peter Walsh (Principal)

The 2019 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.

To be attested by School Council President

About Our School

School context

In 2019, Surfside Primary School was a medium to large sized school funded at 481 students (231 female and 250 male). The school has been in operation since 1993. It is located in a residential area 2 km north/east of the central business district of the seaside resort of Ocean Grove, 28 kilometres from the provincial city of Geelong, on Victoria's Bellarine Peninsula. Our Vision is 'to inspire students to be creative, innovative and emotionally equipped to thrive' while our Mission is to 'cultivate a caring and inclusive environment in which students flourish' and is supported by our school Values of 'Respect, Honesty, Teamwork and Achievement'

There is an evident culture of high expectations and a nurturing environment and the leadership and staff operate as a collaborative and dynamic community of learners with a shared commitment to improving student outcomes, providing engaging opportunities, supporting student wellbeing and ensuring that teaching reflects best practice. The level of staff engagement is commendable with leadership supporting and empowering staff to do their job effectively and build a sense of ownership, commitment and pride towards the goals and values of the school. The school offers a comprehensive curriculum in all Learning Areas and Capabilities with a high emphasis placed on developing student knowledge and skills in Literacy and Numeracy.

Staff participate in ongoing Professional Learning Communities to ensure maximum opportunities for all students to 'Believe in Themselves'. The school operates through teamwork, collaboration and consultation. Mutual trust and respect between staff, students and parents forms a positive learning environment. The relationship between school and home is highly valued and encouraged. We continue to work towards implementing School Wide Positive Behaviours and Learning Agreements across the school are made with the behaviour matrix in mind. The school places an emphasis on highly engaging programs for children which is exemplified through the: Developmental Curriculum for years Foundation - 2, the Surfside Kitchen Garden Program for years 3-6, 1-1 iPads for years 3 – 6 and shared iPads in all junior year levels.

The school's SFOE index was 0.2887 which is in the low range. The 2019 enrolment was 481 students with 26.5 teaching staff and 2 principal class members. We have 3.3 Support Staff and 3.3 Education Support Staff. The school employs a Wellbeing Co-ordinator with a 1.0 time fraction

Framework for Improving Student Outcomes (FISO)

Surfside PS listed the following initiatives within the Framework for Improving Student Outcomes (FISO):

- *Excellence in Teaching & Learning - Curriculum Planning & Assessment & Building Practice Excellence
- Build the knowledge and capacity of school leaders to drive whole school improvement initiatives and build teacher capacity
- Establish professional learning communities that collectively inquire into best practice to achieve common goals that will impact on improved classroom practices and lead to improved student outcomes
- Work collaboratively to develop a consistent whole pedagogical approach through the implementation of an instructional framework
- *Positive Climate for Learning – Empowering Students and Building School Pride
- Implement systems and approaches that give students a genuine say in decisions that affect their learning and their lives at school.

In 2019 with the support of the school review, strategic plan and annual implementation plan we made significant progress towards strengthening these initiatives.

EXCELLENCE IN TEACHING AND LEARNING

- Whole School PLC inquiry cycle documented and embedded into practice - all staff are actively involved in the PLC inquiry cycle
- Whole School competence developed in HITS - staff have received Professional Learning around the HITS strategies and these areas are incorporated within planning. Staff have identified areas of focus and this has been incorporated within their lesson observations

- Proficiency Scales developed in most areas of Maths and Reading - staff are continuing to develop these further across all areas
- FISO improvement cycle applied to Curriculum Improvement areas - this has been a highly evident example within all School Improvement Team meetings in the area of Literacy, Numeracy and Engagement & Wellbeing
- Sharon Walker Day 1 Term 1 - Whole School PD in PLC Inquiry cycle - all staff have completed the PLC training via our PLC instructional leaders
- Colin Sloper Day 1 Term 2 - Whole School PD in Proficiency Scales processes in Reading - completed - staff participate in highly effective team meetings
- Learning Specialist assisting teams in 2hr collaborative team planning to implement Inquiry cycle - evident at all levels and feedback received regarding effectiveness of support and to assist goals moving forward
- Fortnightly School Improvement team meetings including Maths, English and Engagement and Wellbeing Leaders - evident and using Improvement cycle and providing Professional Learning to all staff
- Fortnightly Unit Leader meeting with all year levels in the school - assisting in building capacity in PLC instructional leaders
- Weekly whole school professional learning meeting - Following the Professional Learning Schedule and areas of focus
EMPOWERING STUDENTS AND BUILDING SCHOOL PRIDE
- Development of a school wide definition of student voice and agency
- Increased opportunities to be involved in decision making process within the school, the unit and the classroom
- Further development and understanding of the school mission, vision and values
- A coordinated whole school approach to behaviour management throughout the school - this is implemented within all classrooms and within the school.
- Increased student voice and agency - this area has improved but still inconsistencies within the delivery.
- Implementation of whole school behaviour matrix and positive reward system - implemented at all levels

In relation to the targets that were set within this area we managed to achieve the following results:

- Improve the Attitudes to School Survey results for the Effective Teaching Practice domain from 84% in Classroom behaviour 2018 to 86% in 2019 - Result 83% (Not Met)
- Improve the Attitudes to School Survey results for the Social Engagement domains from 68% in Student voice and agency, 2018 to 70% in 2019 - Result 75% (achieved - continued school goal for 2020)
- Improve the Parent Opinion Survey results for the School Connectedness factor from 88% in 2018 to 90% in 2019 - Result 91% (achieved)

These goals are implemented into staff Professional Development Plans to ensure that these are being addressed consistently across the school.

Achievement

Surfside's positive and engaging learning environment focuses on improved student and teacher learning through setting high expectations for staff, students and the school community. Staff have a strong commitment to teaching and learning and to increase their capacity to provide high quality teaching to each student. In 2019, students, staff and families continue to be actively involved in their learning through learning tasks, individual goal setting, parent/teacher meetings, student support group meetings and developing strategies to support their learning needs. The teacher judgments indicate that our students are working at or above the age expected level in the following areas and is above or similar to like schools.

English - 93% (above the state average of 90%)

Mathematics - 95% (above the state average of 90%)

In 2019, NAPLAN results for Years 3 and 5 were above the state average across all areas of Reading and Numeracy.

This was evident with the following % of students in the top 3 bands:

Year 3 - Reading - 74% (slightly below state average of 76%) Numeracy - 72% (above the state average of 68%)

Year 5 - Reading - 73% (similar to the state average of 68%) Numeracy - 59% (slightly below the state average of 60%)

These results are at or above our 4 year average in all areas and at or above the average for all schools within the state.

Our collective school focus has been on student growth and this was evident with 78% of our students achieving medium to high growth across all areas of Reading and Numeracy. This is above the state distribution of 75%. This has

also been highlighted by 31% of our students achieving high growth in the area of Reading (well above the state average of 24%)

Our School Review, Strategic Plan and Annual Implementation Plan has had a direct focus on student achievement and growth and this has been evident with the school achieving improved results over the last 5 years. The school continues to have a consistent and strategic approach on improving teacher practice and student learning through engaging in a suite of Professional Learning opportunities provided at a Region and Department level.

Engagement

In 2019 student absence data indicates that students and parents at Surfside Primary School value the importance of being at school to maximise their learning opportunities. The average amount of days absent for a Surfside Primary School student is below the state average. We continue to promote the importance of school attendance and is supported through our mission statement to 'cultivate a caring and inclusive environment in which students flourish' The school has continued to create a learning environment that is relevant, stimulating and safe where students are given many opportunities to experience success. Our students are supported with a range of programs and activities both in and out of the classroom to increase engagement levels. This continued approach has allowed students to explore a range of learning tools to enhance their learning opportunities. A range of extra curricula activities that are supported by staff, students and the community are on offer to improve engagement levels across all aspects of a students school life. The average attendance rate at a whole school level is 91.5%

Wellbeing

In 2019 Attitudes to School survey data indicates that students at Surfside Primary School are actively engaged in their learning and have a strong sense of belonging and connectedness to the school. Students are motivated to achieve their best through our school motto of 'Believe in Yourself'. Results in most areas continue to be at or above the state average. Attitudes to School Survey data – Connectedness to School 85% positive endorsement - is above the state median in 2019 - 80% positive endorsement. The student's perception of Management of Bullying - 85.3% positive endorsement is above the state median - 72% positive endorsement. In 2020 a team has been developed to explore further opportunities to improve student voice and agency at all levels of the curriculum. This will be a priority focus going into 2020 to support student wellbeing and engagement across the school. An extensive Foundation transition program included student visits to school, information evenings, ready and easy access to personnel and information and an enrolment pack which outlines school processes and programs. Incoming students and families are provided with many opportunities to familiarise themselves with the school environment. Regular whole school newsletters keep our parent community informed regarding school events, initiatives and direction. With the allocation of a Wellbeing Co-ordinator, support from Student Support Services (SSS) and NDIS continue to provide valued support for students with social and emotional needs. Support provided also includes speech therapy (on assessment) and referrals with psych and guidance officers. A wellbeing team meet regularly to discuss options for students support (student learning, KOORIE, disability support and social and emotional needs) as well as providing pro-active strategies to increase student wellbeing at a whole school level through a Social Emotional Learning program.

Financial performance and position

The Financial performance and position at Surfside Primary School concluded 2019 with a Net Operating Surplus of \$117,566. This was achieved through prudent administrative financial management and the keen support of the local community with fundraising events such as the Fresh Food Fair, Trivia Night, etc achieving \$38,319. The growth in the school has allowed a staffing surplus to steadily accumulate and to assist with the extra staffing for two new grades in 2020. The Equity Funding of \$29,703 was as in 2018, directed towards the Professional Learning Program Budget and the provision a coaches from our Central Funding (SRP).

For more detailed information regarding our school please visit our website at
<http://surfsideps.vic.edu.au/>

Draft

Performance Summary

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

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

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

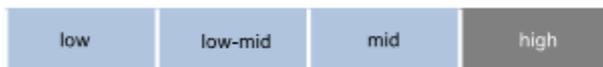
Enrolment Profile

A total of 481 students were enrolled at this school in 2019, 231 female and 250 male.

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

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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



School Staff Survey

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

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



Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Similar </p> <p>Above </p>

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar
		 Below	
Achievement	Student Outcomes	Similar School Comparison	
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Similar </p>	
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Similar </p> <p>Below </p>	

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>48%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>57%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>45%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>48%</td> <td>45%</td> <td>8%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>48%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	48%	31%	Numeracy	24%	57%	19%	Writing	23%	45%	33%	Spelling	48%	45%	8%	Grammar and Punctuation	20%	48%	33%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
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Performance Summary

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Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> <td>90 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	92 %	91 %	91 %	90 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	91 %	92 %	91 %	91 %	90 %	92 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Above ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Above ●</p>

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,470,440	High Yield Investment Account	\$69,521
Government Provided DET Grants	\$518,529	Official Account	\$10,786
Government Grants Commonwealth	\$9,615	Other Accounts	\$2,638
Revenue Other	\$10,186	Total Funds Available	\$82,944
Locally Raised Funds	\$331,846		
Total Operating Revenue	\$4,340,615		
Equity¹			
Equity (Social Disadvantage)	\$24,605		
Equity Total	\$24,605		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,382,040	Operating Reserve	\$82,944
Books & Publications	\$6,405	Funds Received in Advance	\$13,941
Communication Costs	\$4,771	Total Financial Commitments	\$96,886
Consumables	\$96,742		
Miscellaneous Expense ³	\$161,394		
Professional Development	\$15,742		
Property and Equipment Services	\$186,512		
Salaries & Allowances ⁴	\$300,252		
Trading & Fundraising	\$50,869		
Utilities	\$18,323		
Total Operating Expenditure	\$4,223,049		
Net Operating Surplus/-Deficit	\$117,566		
Asset Acquisitions	\$0		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

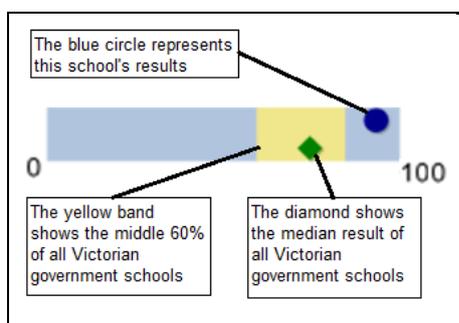
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').