

2020 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 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 29 March 2021 at 12:56 PM by Peter Walsh (Principal)

The 2020 Annual Report to the school community:

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

To be attested by School Council President

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

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

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

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

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

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

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

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

In 2020, Surfside Primary School was a medium to large sized school funded at 505 students (249 female and 256 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 that is supported through student engagement and a nurturing environment that is supported with a strong emphasis on student wellbeing. 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 BYO iPads for years 3 – 6 and shared iPads in all junior year levels.

The school's SFOE (Student Family Occupation and Education) index was 0.2768 which is in the low range. The 2020 staffing profile consisted of 29.0 teaching staff, 0.6 Learning Specialist, 1.0 Assistant Principal, 1.0 Principal. We had 6.2 Non-Teaching staff which consisted of 2.7 Support Staff and 2.9 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 under the Framework for Improving Student Outcomes (FISO) in the 2020 Annual Implementation Plan. Work was intermittent in a number of these areas due to the move to remote learning in 2020 where a consistent emphasis was placed on student, staff and community wellbeing and engagement.

*Excellence in Teaching & Learning - Curriculum Planning & Assessment & Building Practice Excellence
Numeracy

To empower students to engage in challenging, authentic and purposeful mathematical problem solving:

- 1 - To build teacher, student and community understanding of learning characteristics and dispositions in numeracy
- 2 - To build teacher and student capacity in the four proficiencies in numeracy (Understanding, Fluency, Problem Solving and Reasoning)
- 3 - To build student proficiency and community understanding in solving and exploring challenging tasks

Literacy

To empower students to engage in creating authentic and purposeful writing:

- 1 - To develop and implement a sequential progression of writers workshop and the 6+1 traits of writing
- 2 - To establish opportunities for authentic and purposeful writing experiences
- 3 - To establish common teacher understanding and consistent practice in spelling

*Positive Climate for Learning – Empowering Students and Building School Pride

Student Engagement & Wellbeing

To ensure high levels of student learning through purposeful student engagement:

- 1 - To develop and implement a whole school understanding of student voice
- 2 - For students to understand what it means to be a confident, resilient and reflective learner
- 3 - To develop a collective pride, confidence and ownership of the Surfside learning community

In 2020 with the support of the school review, strategic plan and annual implementation plan we worked towards strengthening these initiatives in the following ways

Numeracy

- *Develop and support skills to devise open ended questions
- *Develop their understanding and the implementation of the four proficiencies (Reasoning, Fluency, Problem-Solving, Understanding)
- *Utilise the Surfside PS instructional model and modify to allow for rich problem solving in activities
- *Utilise a range of High Impact Teaching Strategies and be evident in planners
- *Develop an understanding of the desired characteristics of effective and confident maths learners
- *Capatilise on links with real world opportunities and practical applications (eg: kitchen garden program, sport, environmental, art, 21st Century Learning and community connections)

Literacy

- *Develop a further understanding around students perceptions and attitudes to writing
- *Develop a shared understanding and skills in: writers workshop, 6+1 traits, literacy toolkit approaches, student voice and agency, writing conferences and goal setting
- *Develop a clarity of spelling scope and sequence through year levels and an accountability to an agreed approach to spelling
- *Further develop skills to use and interpret data based on student needs

Student Engagement and Wellbeing

- *Develop authentic learning tasks and have student voice input
- *Understand the cross curriculum capabilities and their links to student voice
- *Develop a visual matrix of the expectations for students
- *Be aligned and consistent on their approach to student voice and expectations in and out of the classroom
- *Utilise self reflection as a tool for students to highlight success and areas for improvement to promote student and staff wellbeing
- *Allow for student input into authentic and rich learning tasks and sessions
- *Allow for opportunities to celebrate mistakes and challenges in learning - building resilient learners

Achievement

Surfside continues to work towards and provide a positive and engaging learning environment that 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 through a collaborative approach within Professional Learning Communities. In 2020, students, staff and families faced the challenges associated with COVID19 through the move to remote and flexible learning. This resulted in a new and adaptive approach to Teaching and Learning and staff worked diligently to provide learning opportunities that allowed for explicit teaching opportunities, engaging activities and opportunities to provide feedback and also allow students to reflect on their learning. The move to remote and flexible learning allowed for increased opportunities for students, staff and families to be actively involved in their learning through Google classroom, SeeSaw and Webex activities that allowed for explicit teaching, face to face and interactive learning opportunities. Staff, students and families are invited to participate in individual goal setting, parent/teacher/student conferences, student support group meetings and developing strategies to support learning needs. The teacher judgments indicate that the majority of our students are working at or above the age expected level in the following areas and is similar to like schools.

English - school % of students at or above age expected level - 87.9% (above the state average of 86.3%)

Mathematics - school % of students at or above age expected level - 85.4% (above the state average of 85.2%)

We understand that the move to remote and flexible learning has impacted student learning and growth and therefore Surfside Primary School implemented learning intervention time across all year levels within the school with a high emphasis on our Foundation-2 students. Staff were able to identify student need through conducting assessment prior to the return to face to face teaching and implement intervention strategies through the improvement cycle.

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. This has continued to be evident during the remote and flexible learning transition as staff participated in online learning modules provided at a region and department level. Surfside Primary School will continue to support learning growth through the implementation of the Tutor Learning Initiative in 2021 and the employment of tutors at a school level. We continue to actively involved our students as part of the teaching and learning process through goal setting and reflection opportunities.

Engagement

In 2020 student absence was slightly impacted by the move to remote and flexible learning due to the COVID19 pandemic. The average amount of days absent for a Surfside Primary School student is slightly above the state average but is below our 4-year 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'. We continue to monitor school attendance and support students or families through wellbeing supports and strategies. 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 in 2020 is 92.6% and is an improvement on 2019 of 91.5%

Wellbeing

In 2020 Surfside Primary School did not participate in the Attitudes to School survey due to the impact of COVID19 and the move to Remote and Flexible Learning. The school participated in regular wellbeing check ins at a staff, student and parent level to monitor wellbeing during the remote and flexible learning environment. These regular wellbeing check ins assisted in shaping our teaching program throughout remote and flexible learning. Prior to the return to face to face teaching in term 4 the school conducted wellbeing interviews for students to assess and plan an intervention and readiness program when students returned to school. During term 4 an adapted and extensive Foundation transition program included small group student visits to school, virtual parent information sessions, small group parent sessions ready, enrolment packs which outlines school processes and programs. Incoming students and families are provided with opportunities to familiarise themselves with the school environment. Regular whole school newsletters and virtual assemblies were conducted to keep our school community informed regarding school successes, events, initiatives and direction. With the allocation of a Wellbeing Co-Ordinator, the implementation in 2021 of the Mental Health and Wellbeing Coordinator Pilot, Tutor Learning Initiative and through continued support from Student Support Services (SSS) and NDIS we continue to provide valued support for students with academic, 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 student supports (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 and School Wide Positive Behavior Support program.

Financial performance and position

The Financial performance and position at Surfside Primary School concluded 2020 with a Net Operating Surplus of \$61,645. This was able to be achieved through prudent administrative financial management and although there were limited fundraising events due to the COVID19 pandemic the Surfside Primary School community raised \$17,576. The continued growth in the school has required extra staffing for one new grade in 2021 as well as two new staff for the Tutoring Program and one new staff member for the Mental Health and Wellbeing Program. The Equity Funding of \$32,234 was as in 2019, directed towards the Professional Learning Program Budget and building staff capacity.

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

Draft

Performance Summary

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 505 students were enrolled at this school in 2020, 249 female and 256 male.

NDP percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

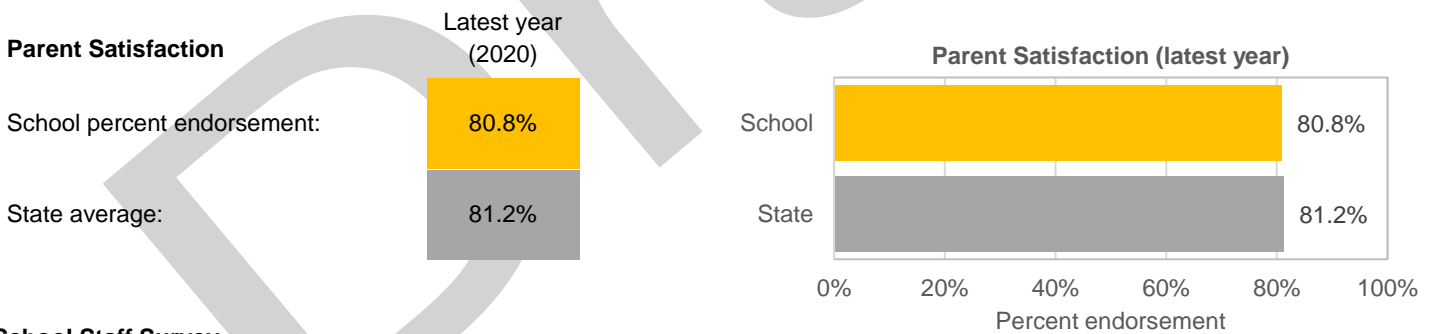
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

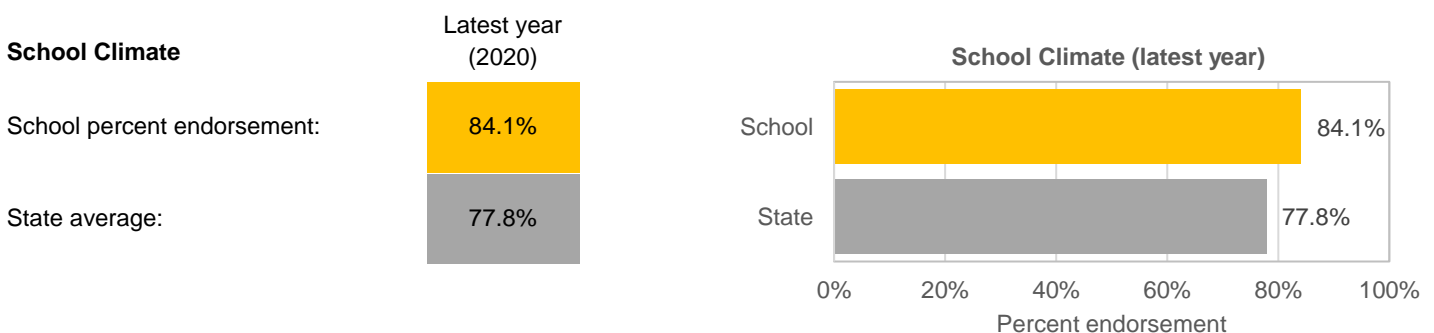


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

87.9%

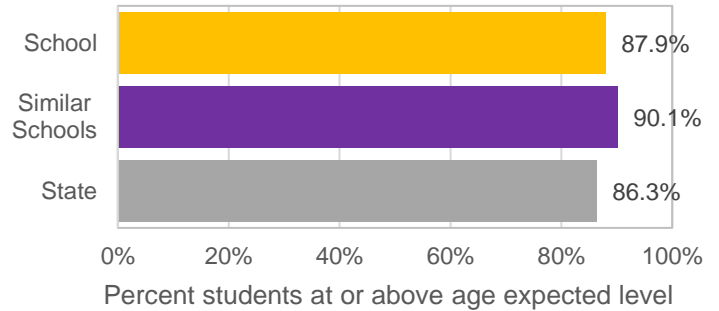
Similar Schools average:

90.1%

State average:

86.3%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

85.4%

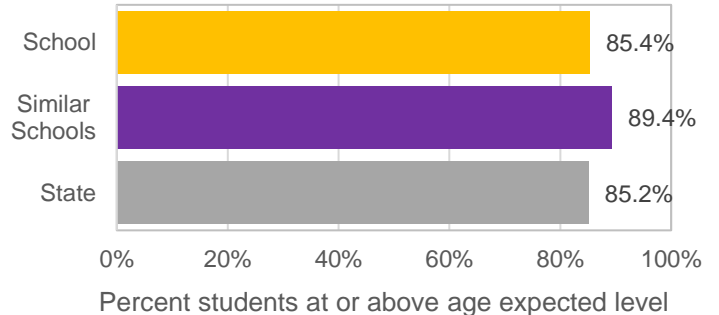
Similar Schools average:

89.4%

State average:

85.2%

Mathematics (latest year) Years Prep to 6



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

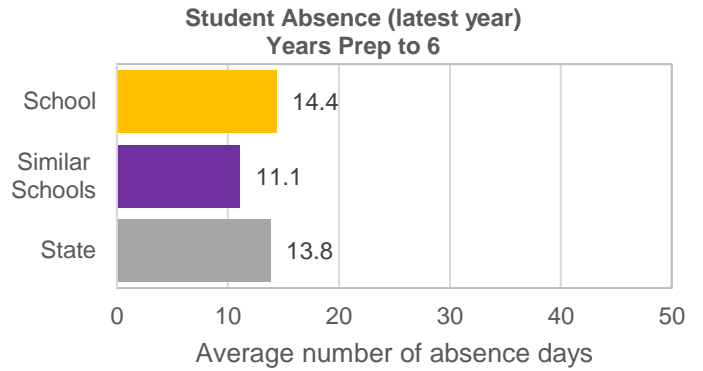
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	14.4	15.4
Similar Schools average:	11.1	14.1
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	92%	93%	93%	92%	93%	91%

WELLBEING

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

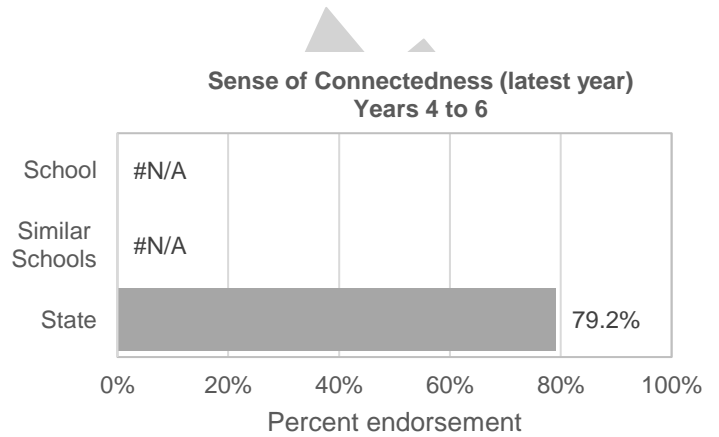
Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	80.7%
Similar Schools average:	NDP	81.8%
State average:	79.2%	81.0%



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

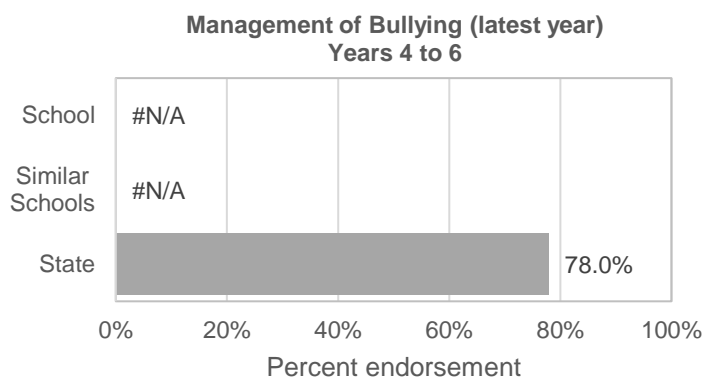
Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	81.7%
Similar Schools average:	NDP	82.7%
State average:	78.0%	80.4%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,774,735
Government Provided DET Grants	\$636,412
Government Grants Commonwealth	\$7,488
Government Grants State	\$2,700
Revenue Other	\$17,445
Locally Raised Funds	\$206,354
Capital Grants	NDA
Total Operating Revenue	\$4,645,132

Equity ¹	Actual
Equity (Social Disadvantage)	\$29,704
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$29,704

Expenditure	Actual
Student Resource Package ²	\$3,718,672
Adjustments	NDA
Books & Publications	\$602
Camps/Excursions/Activities	\$47,156
Communication Costs	\$4,528
Consumables	\$86,892
Miscellaneous Expense ³	\$11,123
Professional Development	\$19,117
Equipment/Maintenance/Hire	\$76,511
Property Services	\$184,389
Salaries & Allowances ⁴	\$245,961
Support Services	\$37,599
Trading & Fundraising	\$14,417
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$25,065
Total Operating Expenditure	\$4,472,033
Net Operating Surplus/-Deficit	\$173,099
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$198,484
Official Account	\$16,235
Other Accounts	\$6,173
Total Funds Available	\$220,891

Financial Commitments	Actual
Operating Reserve	\$114,766
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$35,905
School Based Programs	\$36,878
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$47,542
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$235,091

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.