

2022 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 of the previous calendar year 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 30 April 2023 at 04:20 PM by Peter Walsh (Principal)

- This 2022 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 12 May 2023 at 09:37 AM by Eloise Cann (School Council President)

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
- 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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 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').

About Our School

School context

In 2022, Surfside Primary School was a medium to large sized school funded at 535 students (258 female and 277 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 and tools and strategies to further support students. The leadership and staff operate as a collaborative and dynamic community of learners with a shared commitment to improving student outcomes, providing engaging learning opportunities, supporting student wellbeing and ensuring that teaching reflects evidence based 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 valued and encouraged. We continue to work towards embedding School Wide Positive Behaviours and Learning Agreements across the school are made with the expectations matrix in mind. The school places an emphasis on engaging programs for students 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 for 2022 was 0.2628 which is in the low range. The 2022 staffing profile consisted of 32.4 teaching staff, 1.0 Learning Specialist, 1.3 Assistant Principal, 1.0 Principal. We had 15 Non-Teaching staff which consisted of 2 and 12 Education Support Staff. The school employs a Disability and Inclusion Profile Leader with a 1.0 time fraction and we are allocated a 1.0 Mental Health and Wellbeing Leader through DET funding.

Progress towards strategic goals, student outcomes and student engagement

Learning

Surfside continues to work towards providing 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. This is evident within the following survey results that highlight High Expectations for Success:

Student Attitudes to School Survey - High Expectations for Success - 99% positive and neutral endorsement (state average - 93%)

Parent Opinion Survey - High Expectations for Success - 89% positive and neutral endorsement (state average - 78%)

Staff Opinion Survey - Belief in Students and Parents - 97% positive and neutral endorsement (state average - 69%)

In 2022, staff continued to participate in high level professional learning opportunities in the areas of literacy and numeracy to deliver evidence based approaches to allow for student success. Staff continued to work diligently to provide learning opportunities that allowed for explicit teaching opportunities, differentiated activities catered towards a student's point of need, engaging activities and opportunities to provide feedback and also allow students to reflect on their learning through a variety of online collaborative platform such as; SeeSaw, Google Classroom and WebEx. Staff, students and families continue to actively participate in individual goal setting, parent/teacher/student conferences, student support group meetings and developing strategies to support specific 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 above the state average:

English - school % of students at or above age expected level – 90.3% (above the state average of 87%)

Mathematics - school % of students at or above age expected level – 87.3% (above the state average of 86%)

Following the interruption to learning due to COVID related factors Surfside Primary School has continued to implement learning intervention across all year levels within the school with a high emphasis on our Foundation-2 students. Staff are able to identify student need through conducting assessments and implementing intervention strategies through the improvement cycle. This was further supported through the employment of staff to undertake the Tutor Learning Initiative and supported in class by our Education Support Staff. Student achievement data through NAPLAN has indicated that the large majority of students at Surfside are working at or above level in most areas of Reading and Numeracy and this level of achievement is at or above state average and similar schools. The following percentage of students achieved in the top 3 bands of testing in **NAPLAN**

READING

Year 3 – 85.3% of students in the top 3 bands (well above state average of 76.6%)

Year 5 – 74.7% of students in top 3 bands (above state average of 70.2%)

NUMERACY

Year 3 – 68.2% of students in top 3 bands (above state average of 64.0%)

Year 5 – 55.7% of students in top 3 bands (above state average of 54.2%)

Learning gain was not indicated in the 2022 NAPLAN results as students did not sit NAPLAN tests in 2020 due to the COVID pandemic.

Our school has developed a partnership with Bellarine Secondary College in 2022 through the Project 22 initiative with a focus on improving opportunities and growth for students in the top 2 bands in the area of numeracy. This has also boosted relations between our primary and secondary partners.

Wellbeing

In 2022 the school continued to implement and participate in regular wellbeing check ins at a staff, student and parent level to monitor wellbeing during the return to school activities following an interrupted 2021. The school continues to implement a specific mental health and wellbeing support structure that enables each year level to have access to an Education Support staff member that could support the learning, engagement and wellbeing needs of the students. Staff and students engage actively in the following to support student self-regulation, mental health and wellbeing:

Whole School Positive Behaviour Support Program – School-wide positive behaviour support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

Berry Street Education Model – Enables Surfside to support students' self-regulation, relationships and wellbeing to increase student engagement and significantly improve academic achievement.

Zones of Regulation - develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides an easy way to think and talk about how we feel on the inside and sort these feelings into four Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.

With the implementation 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 Respectful Relationships program.

Engagement

In 2022 student absence continued to be impacted by the COVID19 pandemic and improved attendance continues to be a focus at Surfside PS. The average amount of days absent for a Surfside Primary School student is 22.3 which is slightly below the state average of 23.3 per year. We continue to promote the importance of school attendance and this 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 student's school life.

During term 4 an extensive Foundation transition program included student visits to school, on-site parent information sessions, small group parent sessions, enrolment packs which outlines school processes and programs. Incoming students and families are provided with opportunities to familiarise themselves with the school environment through transition days, enrolment handover and regular check ins. Regular whole school newsletters, social media and compass updates are provided to keep our school community informed regarding school processes, supports, successes, events, initiatives and direction.

Other highlights from the school year

2022 allowed for a more traditional resumption of operations at Surfside Primary School following the COVID-19 pandemic. The school community were able to enjoy many events, celebrations and milestones. Students continued to participate in traditional extra curricular events such as excursions across each level, camps for our year 4's (Anglesea) and year 6's (Roses Gap). Surfside Primary School enjoyed success in the sporting arena in School Sport Victoria endorsed events with district, division, regional and state representatives in athletics, cross country and swimming. The year 5 and 6 cohort also participated in district lightning premiership events in all sports with high levels of success. Surfside continue to support the sporting development of students and teams through regular lunchtime coaching and Surfside has endorsed and supported students with a disability to participate in multi class events at all levels within School Sport Victoria endorsed events. We enjoyed another successful year in the Arts with a successful Art Show that brought together the visual, musical and performing arts to showcase student work and growth. It has been great to extend our Kitchen and Garden program again with alterations due to COVID affected funding constraints. The reinvigoration of the program saw us awarded the 'Best Primary School Garden for Biodiversity' in the annual Victorian Schools Garden Awards. Our year culminated in a successful 'Fresh Food Fair' which brought our school community together again for the first time since 2019. This is the largest fundraising endeavour for the school and it was well supported at all levels. We look forward to continuing to build our community engagement levels in 2023.

Financial performance

The Financial performance and position at Surfside Primary School concluded 2022 with a Net Operating Surplus of \$172,038. As the school returns to pre-covid operations with curriculum, events and fundraising activities that support our programs with as the kitchen garden.

We saw an increase to staff leave as covid testing and precaution remained, travel re-opened to see long distance family. Our surplus beyond our operating reserve was largely made up of fundraising for our Fresh Food Fair and unspent planned maintenance of buildings and grounds which will be carried over to 2023 Kitchen Garden Program and projects planned buildings & grounds, a focus on the music room, pathways and play areas.

Focus for the school community was to emphasise routine, curriculum consistency and provide long awaited incursions and excursions again that enable students to enhance their school experience.

The Tutor and Health and Wellbeing Programs has enabled targeted intervention on mental health and resilience underpinned by Berry Street training. Tutoring provided instruction in literacy and numeracy to empower students to reach their potential against year level benchmarks.

For more detailed information regarding our school please visit our website at

<https://www.surfsideps.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 535 students were enrolled at this school in 2022, 258 female and 277 male.

0 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).

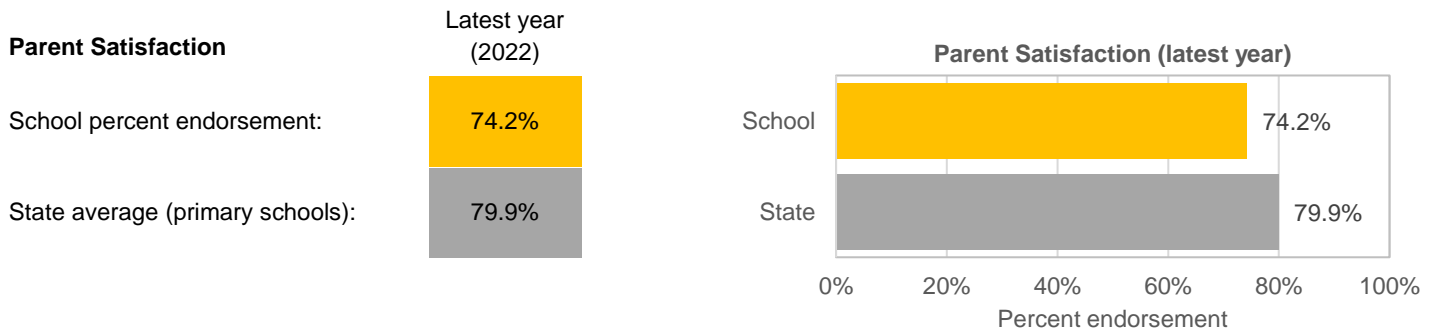
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

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.

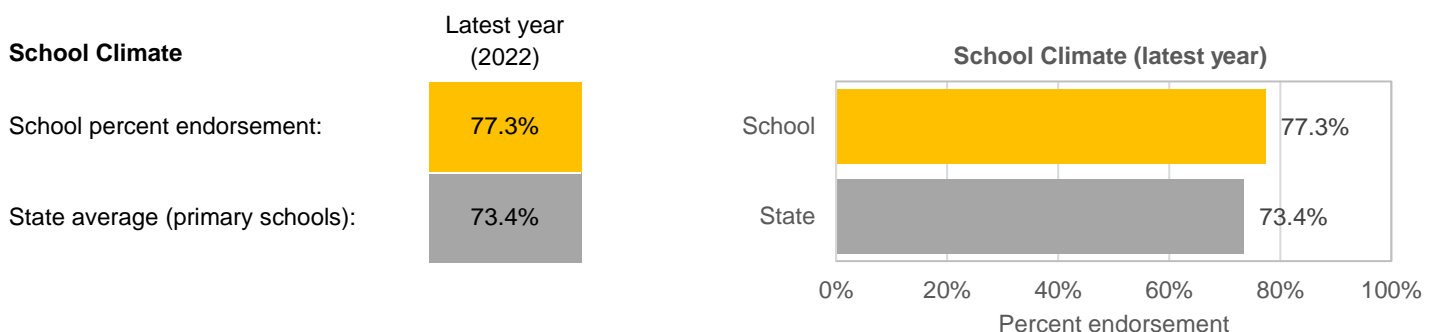


School Staff Survey

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.



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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

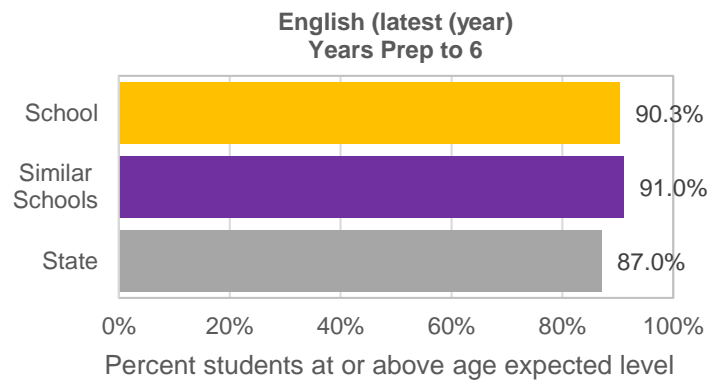
90.3%

Similar Schools average:

91.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

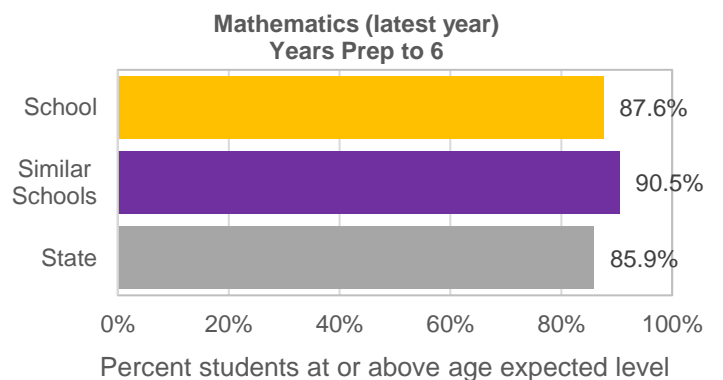
87.6%

Similar Schools average:

90.5%

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.

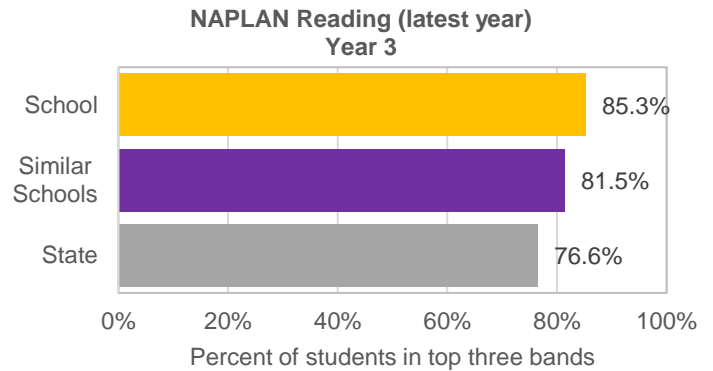
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

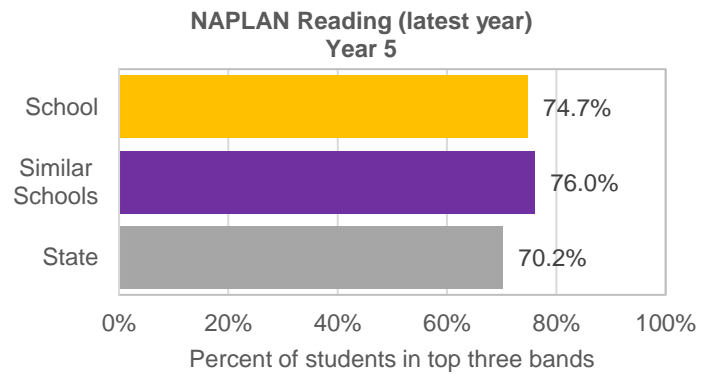
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.3%	83.0%
Similar Schools average:	81.5%	82.1%
State average:	76.6%	76.6%



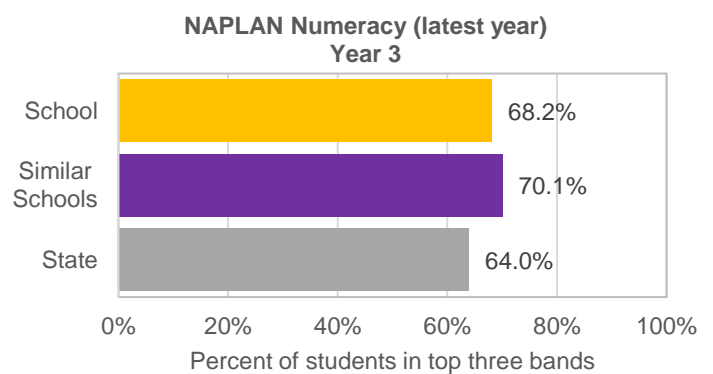
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.7%	74.9%
Similar Schools average:	76.0%	76.0%
State average:	70.2%	69.5%



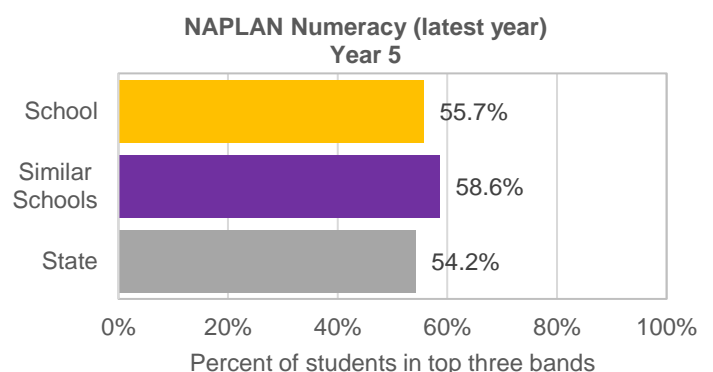
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.2%	71.7%
Similar Schools average:	70.1%	72.7%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.7%	61.6%
Similar Schools average:	58.6%	63.6%
State average:	54.2%	58.8%



WELLBEING

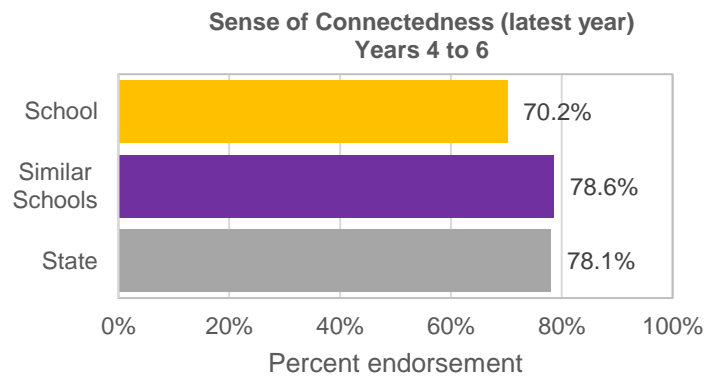
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	70.2%	78.7%
Similar Schools average:	78.6%	80.5%
State average:	78.1%	79.5%

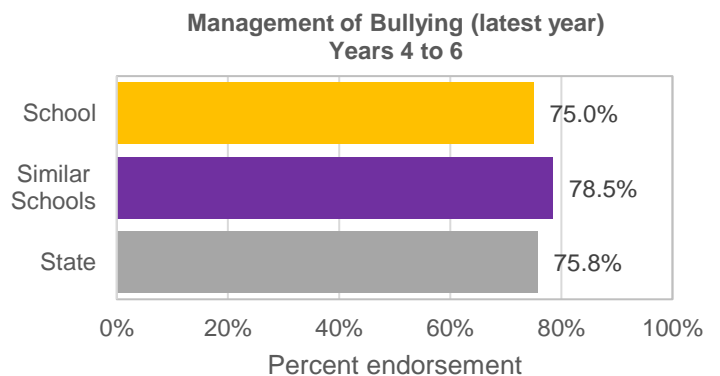


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	75.0%	81.4%
Similar Schools average:	78.5%	81.0%
State average:	75.8%	78.3%



ENGAGEMENT

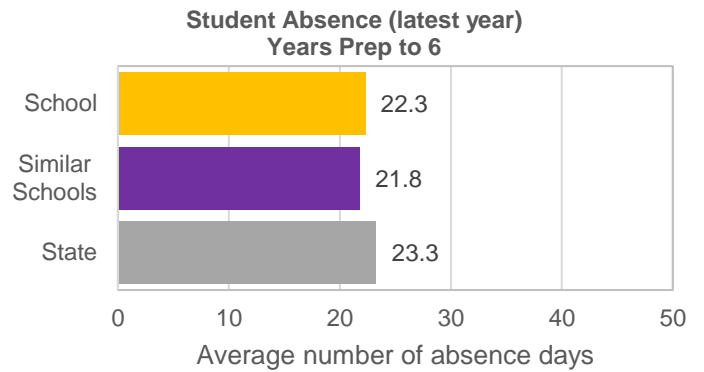
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.3	17.8
Similar Schools average:	21.8	15.4
State average:	23.3	17.0



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 (2022):	91%	89%	89%	89%	88%	88%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,680,024
Government Provided DET Grants	\$608,590
Government Grants Commonwealth	\$15,731
Government Grants State	\$19,064
Revenue Other	\$22,351
Locally Raised Funds	\$331,596
Capital Grants	\$0
Total Operating Revenue	\$5,677,356

Equity ¹	Actual
Equity (Social Disadvantage)	\$36,069
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$36,069

Expenditure	Actual
Student Resource Package ²	\$4,584,313
Adjustments	\$0
Books & Publications	\$2,037
Camps/Excursions/Activities	\$89,215
Communication Costs	\$1,623
Consumables	\$91,243
Miscellaneous Expense ³	\$25,555
Professional Development	\$23,099
Equipment/Maintenance/Hire	\$54,286
Property Services	\$144,588
Salaries & Allowances ⁴	\$328,214
Support Services	\$94,220
Trading & Fundraising	\$37,752
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$29,174
Total Operating Expenditure	\$5,505,318
Net Operating Surplus/-Deficit	\$172,038
Asset Acquisitions	\$8,341

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$276,709
Official Account	\$22,160
Other Accounts	\$13,923
Total Funds Available	\$312,792

Financial Commitments	Actual
Operating Reserve	\$146,839
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$39,500
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$137,643
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$323,982

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.