



SORRENTO
PRIMARY SCHOOL

2024

ANNUAL REPORT



OUR SCHOOL

Welcome to the 2024 annual report of Sorrento Primary School, where we proudly celebrate another year of outstanding educational achievements. As an Independent Public School our vision is to shape the future of our students by pursuing excellence in teaching and learning. We are dedicated to providing an exceptional education that empowers our students to excel academically, socially, and emotionally. Our commitment to excellence is reflected in our innovative teaching practices and facilities ensuring that we provide an education that extends and challenges every student to exceed their potential and achieve personal, social and academic success.

We also pride ourselves in providing a school where students are valued and their social and emotional needs are nurtured in a warm and caring environment.

During the 2024 school year, our students have continued to achieve excellent results across all curriculum areas. Strong instructional leadership focuses on current best practice in education to support whole school approaches. Our dedicated staff, who are at the forefront of educational best practice, have played a pivotal role in guiding and inspiring our students to reach their full potential. We are dedicated to ensuring those who require additional assistance are supported through our specialized intervention programs and our Student Services Team. The school provides an academic extension program for those students who excel and require further challenge. The PEAC and Early Years Extension (EYES) program provides academically rich learning experiences for students who have been identified through targeted assessments.

The school offers comprehensive specialist programs that include Music, Physical Education, Visual Arts, Indonesian, and STEM, as well as a strong pastoral care program. Through these programs, we endeavour to provide students with a well-rounded education that nurtures their talents, fosters creativity, and promotes physical and emotional well-being. Additionally, our specialist programs offer numerous opportunities for students to engage in extracurricular activities, allowing them to explore their interests further and develop a wide range of skills. Our aim is to equip students with the confidence and abilities they need to excel in all areas of life, preparing them for a bright and successful future.

We are immensely proud of the vibrant and dynamic community that makes Sorrento Primary School a truly special place. The strong partnership between our staff, parents, and the wider community has been instrumental in creating an environment where students thrive. As we reflect on the successes of the past year, we look forward to continuing our journey of excellence and supporting our students in receiving a high-quality education tailored to their individual needs and achieving even greater heights in the years to come.



PRINCIPAL'S STATEMENT

At Sorrento Primary School, we are committed to fostering excellence in teaching and learning. Our vision is to empower every student to learn and achieve, ensuring they benefit from high-quality teaching practices and optimal learning conditions. We take pride in creating a positive learning environment, setting high expectations for all students, and promoting inclusion and collaboration. Our comprehensive programs support students at academic risk and those who excel, offering extension programs to challenge and engage them. We continually enhance our staff's capacity through professional learning, ensuring they deliver excellence in teaching and learning using rigorous assessment practices and the latest evidence-based strategies.

We believe that academic success is closely linked to social and emotional well-being. Our staff focuses on building and maintaining supportive relationships that foster a productive learning environment. This is a collective effort, and I commend the dedication of all staff members, including our Student Services Team, Deputy Principal Mrs Beth Hutchinson, School Psychologist Mrs Cathy Worthington, and our wonderful School Chaplain Mrs Fiona Schopf, who has been a tremendous support to many students, parents, and staff. Our strong Chaplaincy program delivers positive behaviour and social-emotional well-being instruction to groups and classes. The Positive Behaviour Support (PBS) team continues to promote mental health and well-being, which has been well received by our students and community. At Sorrento PS, our focus is on developing the 'whole child,' and our programs align with this aspiration.

Community engagement remains a vital aspect of Sorrento Primary School. I extend my sincere gratitude to the parents and community members who contributed to our school's success in 2024, helping to create events that foster a sense of connectedness and belonging within the school community.

We have cultivated a positive school environment by providing initiatives and programs that help students grow in confidence and achieve their best. Beyond academics, our students thrive socially and emotionally through specialist programs and extracurricular clubs such as Lego Club, Dance Club, Art Club, Choir and Running Club.

We look forward to continuing to offer additional programs in 2025 to positively impact our students' learning and well-being while staying at the forefront of innovation. I am excited to further develop collaborative partnerships with the school community and lead our school towards continual improvement. I present the 2024 Annual Report to the wider school community with pride.



Anne Alford

OUR SCHOOL VALUES

Our school culture is built on trust, credibility and open and honest communication. We are well respected for our values evident in the academic, physical, social and emotional success of our students. We stand together as a community to instil the four pillars that make up our school motto - **Be True**.



Be Tolerant understanding, encouraging, accepting

We accept differences in others, listening with empathy, accepting mistakes and learning from them. We encourage others, use Zones of Regulation, and celebrate others' achievements. We show patience towards others and tolerance towards differences in abilities, accepting others' digital choices.



Be Respectful responsible, polite, kind

We understand teachers have the right to teach and learners have the right to learn. We use manners and greet others, and we care for personal, others' and school property. We represent our school positively and we make informed decisions about how we use technology safely and respectfully.



Be United helpful, collaborative, trustworthy

We are inclusive of others, and use a *good friend* philosophy. We cooperate with others, and help them in need. We include everyone, and we wear our school uniform with pride. We are waste wise. We consider others before sharing online, and help others when communicating in online environments.



Be Excellent organised, persistent, excelling

We embrace new challenges as we strive for excellence. We set SMART goals, and reflect and respond to feedback. We are organised, prepared and punctual; aiming to leave a good impression. We are role models and leaders, and take pride in our work. We maintain our digital reputations for the future.



PARENT ENGAGEMENT

Sorrento Primary School has a strong parental and community involvement which has a positive impact on the operations of the school. The impact of working as a whole school community cannot be overstated. The supportive community is visible in the dedicated and proactive School Board and P&C committee.

School Board

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The School Board plays an important role in contributing to the governance of the school so that school resources are used efficiently, and community expectations and the Business Plan priorities are being met and reflect the needs of students. In 2024 the Sorrento Primary School Board was successfully led by our Board Chair, Mrs Fiona Schopf. Members include Mrs Beth Hutchinson (Deputy Principal), Mrs Victoria Carlisle (Deputy Principal), Mr John Gabites (Parent Representative), Mr Clint Stanley (Parent Representative), Mr Mark Wells (Parent Representative), Aaron Primrose (Parent Representative), Mrs Ayesha Harrison-Stewart (Parent Representative), Mr Des Mitting (Community Representative) and Mrs Anne Alford (Principal).

I would like to acknowledge and thank our strong and supportive school board. This dedicated team has worked collaboratively and genuinely kept the needs of our students at the forefront throughout decision-making processes and in providing constructive feedback. In 2024 the school board actively contributed to improving our school by effectively communicating and collaborating with external agencies.

P&C Committee

The P&C has remained active and productive, thanks to the strong leadership of our Executive members who have organised numerous fundraising activities and managed the school canteen. I extend my gratitude to Mrs Jessie Parker, P&C President, and the Executive Team for their dedication and hard work. Throughout the year, our parent body has been deeply involved in the life of the school, providing invaluable support that fosters a strong sense of community. The outstanding efforts of the P&C have enabled the completion of many projects, significantly enhancing our physical environment and contributing to targeted school programs. Their contributions have provided our children with high-quality teaching resources. We are truly fortunate to have such a dedicated group of parents working tirelessly for the benefit of our students.



School Board Chair Report

In 2024 the School Board was composed of five parent representatives, one community representative, two staff members, and our Principal, Mrs Anne Alford. During the year the Board was able to play an important role in providing guidance and support to the school's direction. I want to express my gratitude to all members who shared valuable insights on programs, curriculum, strategies, data, and policies. This collaborative approach proved instrumental in planning and executing the school's business plan.

I extend my appreciation to our incredible teachers, the true heroes of Sorrento Primary. Their dedication to fostering both intellectual and emotional growth in our students is truly commendable. I would like to acknowledge their commitment to implementing whole-school strategies, engaging in reflective practices, and achieving strong academic results.

Additionally, their compassion, understanding, and care for our students' well-being are deeply appreciated by all the families. I would like to extend special recognition to Mrs Anne Alford, Mrs Beth Hutchinson, Mr Trevor Hinchliffe, Ms Monica Ross and Mrs Victoria Carlisle for their exceptional leadership and guidance.

Sorrento Primary is proud to have a vibrant community where parents and members generously volunteer their time and talents. From the Fathering Project Camp Out, Paper Planes, and Bike Ride to the P&C's delicious cake stalls and exciting events, we all appreciate the tremendous effort put in by so many volunteers. Special thanks to Mrs Nadia Porteous and the P&C team for operating our fantastic canteen.

The Board is immensely proud of the ongoing outstanding achievement of the school. Sorrento Primary School is an exceptional place for our students to learn, grow, and thrive.

Fiona Schopf

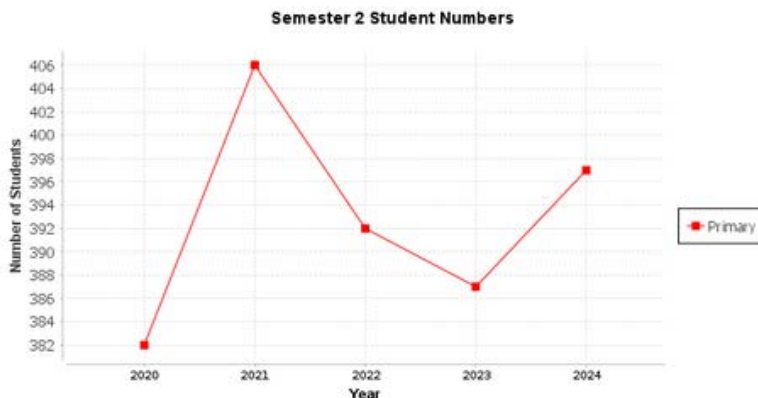


2024 Year in Review

STUDENT PROFILE

In 2024, Sorrento PS had a total enrolment of 439 students, comprising 397 full-time students and 42 Kindergarten students.

Longitudinal data indicates a steady increase in student numbers since 2018, with a notable surge between 2020 and 2021. However, this growth was followed by a decline in 2022 and 2023. Encouragingly, 2024 saw a slight rise in enrolment, signalling a positive trend for our school community.



Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(21)	51	48	67	63	54	67	47	418
Part Time	42								

ATTENDANCE

At Sorrento PS, we prioritise attendance to enhance learning experiences for every student. Our dedicated Student Services team implements tailored interventions and school-wide strategies to address absences effectively. Through our school's SMS system, teachers and administrators promptly notify parents of student absences, reinforcing this communication with newsletter reminders and personalised support when needed. In 2024, we observed a slight decrease in attendance, and we remain committed to working closely with our community to improve student attendance in 2025 through these ongoing initiatives.



	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	89.6%	90.1%	88.3%	84.2%	78.0%	69.5%	89.5%	89.9%	86.6%
2023	90.5%	91.9%	90.3%	91.3%	80.6%	74.3%	90.5%	91.7%	88.9%
2024	90.1%	92.6%	91.0%	93.5%	82.1%	74.3%	90.1%	92.4%	89.4%

STUDENT ACADEMIC PERFORMANCE

The following tables indicate how the students in Year 3 and Year 5 performed in the National Assessment Program Literacy and Numeracy (NAPLAN) in March 2024. When interpreting NAPLAN data, Sorrento Primary School uses data of 'like schools' to make judgements about performance.

Numeracy

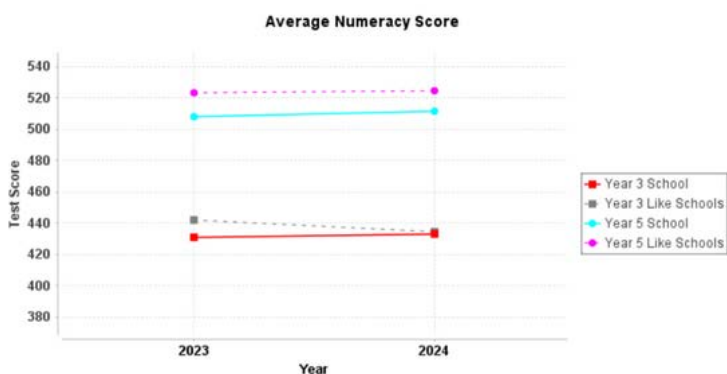
Achievement Targets

- Set an upward trend in the top 20% of students in all NAPLAN areas as compared to those in like schools.
- Continue to improve students' achievement and progress in Numeracy to consistently match or exceed performance to that of like schools.

The Year 3 Numeracy results show a slight upward trend from the previous year and indicate students are achieving at a similar level to those in like schools. Analysis of results against the proficiency levels indicate that a larger percentage of our students sit in the expected range than those in like schools, however, a slightly less percentage of students sit in the top band of achievement.

The Year 5 Numeracy data indicates mixed results. Results show a slight upward trend of the number of students achieving in the top two proficiency levels compared to the previous year, with slightly more students achieving in these levels compared to those in like schools. However, a much higher percentage of Sorrento students sit in the Strong proficiency level, rather than Exceeding. On a positive note, no Sorrento students sit in the lowest proficiency level.

Developing students' mathematical problem-solving skills is a priority focus in 2025.



Proficiency Levels (2023) Summary

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 3			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	493 and above	14%	23%	15%	17%
Strong	378 - 492	66%	60%	69%	63%
Developing	311 - 377	16%	13%	14%	17%
NAS	310 and below	5%	4%	2%	3%

Proficiency Level	NAPLAN Score Range	Numeracy			
		Year 5			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	577 and above	17%	23%	11%	25%
Strong	451 - 576	60%	61%	74%	58%
Developing	386 - 450	17%	11%	15%	13%
NAS	385 and below	6%	4%	0%	3%

STUDENT ACADEMIC PERFORMANCE

The following tables indicate how the students in Year 3 and Year 5 performed in the National Assessment Program Literacy and Numeracy (NAPLAN) in March 2024. When interpreting NAPLAN data, Sorrento Primary School uses data of 'like schools' to make judgements about performance.

Reading

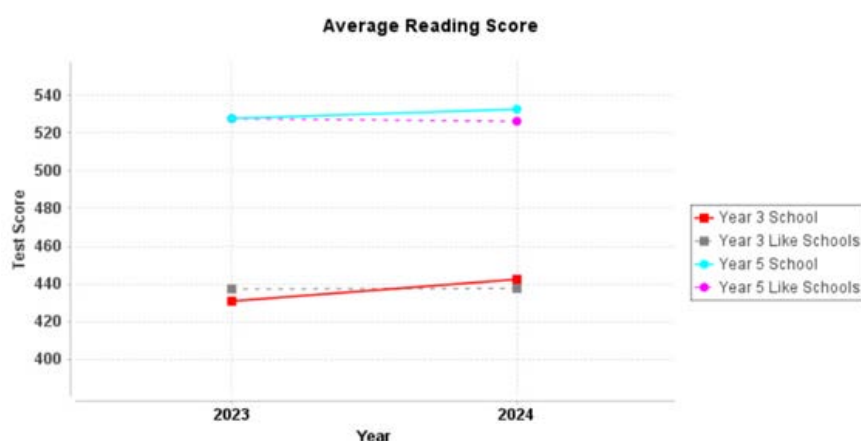
Achievement Targets

- Set an upward trend in the top 20% of students in all NAPLAN areas as compared to those in like schools.
- Continue to improve students' achievement and progress in Reading to consistently match or exceed performance to that of like schools.

Our Year 3 results indicate that students are performing above those in like schools in both Years 3 and 5. Notably, a strong proportion of Year 3 students achieved in the Exceeding proficiency level compared to like schools.

In Year 5, a higher percentage of our students are within the expected range of proficiency. However, there are fewer students achieving in the top band.

To continue improving student outcomes, our school will maintain a strong focus on whole-class and small-group targeted instruction. Additionally, ongoing professional learning in explicit instruction and reading strategies will remain a priority to further build teacher capacity.



Proficiency Level	NAPLAN Score Range	Reading			
		Year 3			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	481 and above	36%	31%	31%	31%
Strong	368 - 480	40%	50%	51%	52%
Developing	282 - 367	17%	15%	17%	11%
NAS	281 and below	7%	5%	2%	6%

Proficiency Level	NAPLAN Score Range	Reading			
		Year 5			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	555 and above	31%	36%	37%	34%
Strong	448 - 554	58%	53%	54%	51%
Developing	377 - 447	8%	9%	8%	10%
NAS	376 and below	2%	3%	2%	4%

STUDENT ACADEMIC PERFORMANCE

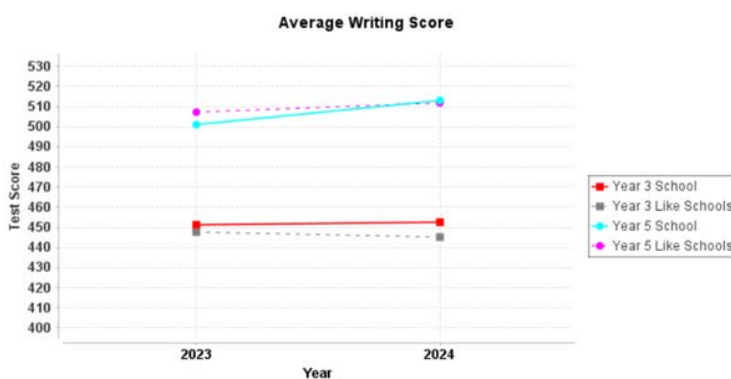
Writing

The following tables indicate how the students in Year 3 and Year 5 performed in the National Assessment Program Literacy and Numeracy (NAPLAN) in March 2024. When interpreting NAPLAN data, Sorrento Primary School uses data of 'like schools' to make judgements about performance.

An analysis of the 2023–2024 Year 3 Writing proficiency levels reveals an increase in students achieving at the Exceeding level within the school, moving from 14% in 2023 to 22% in 2024, narrowing the gap with like schools (18%). Meanwhile, the percentage of students in the Strong category slightly declined from 79% to 71%, while the Developing and Needs Additional Support (NAS) categories remained stable.

In Year 5, the 2024 results show a positive shift, with the proportion of students in the Exceeding category increasing from 10% in 2023 to 18% in 2024, aligning more closely with like schools. Additionally, the percentage of students in the Developing category has significantly reduced from 23% to 6%, indicating strong progress. However, the proportion of students in the NAS category increased slightly from 0% to 2%.

To maintain this momentum, the school will continue to implement high-impact teaching strategies throughout 2025, ensuring targeted support and extension opportunities for all students.



Proficiency Level	NAPLAN Score Range	Writing			
		Year 3			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	503 and above	14%	19%	22%	18%
Strong	370 - 502	79%	74%	71%	75%
Developing	296 - 369	5%	5%	5%	6%
NAS	295 and below	2%	2%	2%	2%

Proficiency Level	NAPLAN Score Range	Writing			
		Year 5			
		2023		2024	
		School	Like Sch	School	Like Sch
Exceeding	570 and above	10%	18%	18%	20%
Strong	455 - 569	67%	63%	74%	63%
Developing	385 - 454	23%	14%	6%	13%
NAS	384 and below	0%	5%	2%	4%

TARGETS FOR 2025

Sorrento Primary School will continue to pursue excellence through the delivery of the School Business Plan 2025 - 2028.

Academic Targets

- By 2028, the comparative performance of Year 5 students in NAPLAN Reading will be at least one standard deviation above our like schools.
- By 2028, the percentage of Year 5 students achieving in the Top 20% of WA Public Schools in NAPLAN Numeracy will be equal to or better than our like schools.
- By 2028, the percentage of Year 4 and 6 students achieving above the Australian mean will increase in ACER PAT Maths.
- The progress of 2025 identified students will demonstrate at least one year's growth during annual ACER PAT Maths assessments.

Non-Academic Targets

- By 2028, our school's Reconciliation Action Plan will be fully integrated into our policies, curriculum, and community engagement practices, as measured through a qualitative five-point progress scale.
- By 2028, 80% or more of Year 3 and 5 students will agree or strongly agree that they feel a strong sense of wellbeing and connectedness at school, as measured by our annual student survey.
- By 2028, there will be active involvement in a schoolwide distributed leadership model, as measured through a qualitative five-point progress scale.
- By 2028, the school will increase parent satisfaction with their communication and connectedness with the school, with at least 85% of parents agreeing or strongly agreeing that the school provides an open and collaborative approach, as measured through the biannual Parent School Culture Survey.



SHOWCASING SORRENTO

Sorrento Primary School values strong specialist programs that provide tailored instruction, catering to the diverse interests and abilities of our students. These programs foster deeper engagement and mastery of subjects beyond the standard curriculum, ensuring that each student can explore their passions and develop their skills. Our specialist programs include music, visual arts, physical education, STEM and Indonesian, offering students a well-rounded education that promotes both academic and personal growth. By providing these opportunities, we aim to inspire a lifelong love of learning and help our students achieve their full potential.

STEM

2024 saw the STEM program strengthen which is credit to the work of Mrs Pippa Broolsma. This program aims to integrate science, technology, engineering, and mathematics into our curriculum, fostering critical thinking and problemsolving skills from an early age. Lessons provide students with hands-on activities and interactive learning experiences. The school also offers a Lego Club on Thursday mornings which is well attended.

To further ignite curiosity and innovation among our students, Mrs Broolsma has formed strong partnerships with our universities and provides our students with opportunities to showcase their skills in competitions. Mrs Broolsma also organises for students to be involved in competitions in other networks such as Keen2STEAM.



Visual Arts

Sorrento Primary School highly values the visual arts program led by Mrs Lynette Rofe. This program has significantly contributed to the development of our students' artistic skills, resulting in a high standard of work. The exceptional artwork produced by our students is proudly displayed throughout the school, showcasing their creativity and talent. These displays not only celebrate the students' achievements but also inspire and motivate others. The visual arts program plays a crucial role in fostering creativity, critical thinking, and self-expression, making it an integral part of our holistic educational approach.



SHOWCASING SORRENTO

Physical Education

The Physical Education program is a vital part of our curriculum and is highly valued by the entire school community.

Under the expert guidance of Mr Phil Braimbridge, the program has been enriched and expanded, providing our students with comprehensive and engaging lessons. Our students actively participate in a variety of interschool competitions throughout the year, including the interschool swimming carnival at HBF Stadium, the Basketball Slam Series, triathlons, interschool Winter Sports Programs, and both faction and interschool athletics carnivals. These activities not only promote physical fitness but also teach important life skills such as teamwork, perseverance, and sportsmanship. The dedication and hard work of Mr Braimbridge have significantly enhanced the program, ensuring our students receive a well-rounded and dynamic physical education experience.

Music

The music program, led by Miss Laura Keeley, is a cornerstone of the curriculum at Sorrento Primary School. This program is enriched by various music incursions that enhance students' learning experiences. The school choir has flourished, offering students numerous opportunities to perform at school assemblies, Christmas Carols at Whitfords Shopping Centre, and the prestigious One Big Voice event. Additionally, students benefit from the Instrumental Music Program, which provides specialised instruction in various instruments, fostering a deeper appreciation for music and developing their musical talents. These initiatives not only enhance students' musical abilities but also contribute to their overall confidence and sense of community.

Indonesian

At Sorrento Primary School, we are proud to offer Indonesian as part of our Languages Program. Learning Indonesian provides our students with valuable language skills and a deeper understanding of a rich and diverse culture. Through engaging lessons and immersive activities, students not only develop their linguistic abilities but also gain a broader global perspective. The instruction of Indonesian fosters cultural awareness, enhances cognitive skills, and prepares our students to be active and informed global citizens. We believe that learning a second language is an essential part of a well-rounded education, and we are committed to providing our students with these enriching opportunities.



SHOWCASING SORRENTO

UWA and Curtin University Young Engineers Partnerships

The school has formed a partnership with the UWA and Curtin University Young Engineers to work with our students and provide them activities to build their critical, creative and problem-solving skills. Young engineers from each campus delivered a presentation to our Year 4, 5 and 6 students and carried out a hands-on STEM activity which they thoroughly enjoyed. The students asked some excellent questions and had a genuine interest in learning more. The school values our partnership with these two Universities.

Chaplaincy Program

The Chaplaincy program remains an integral part of our school, offering invaluable pastoral care to staff, students, and families. This program serves as a vital link between the school and the local community, support agencies, and various organisations. Mrs Fiona Schopf continues to play a pivotal role in this initiative, working closely with the school community to provide support for individual students and group programs. These programs are delivered in collaboration with classroom teachers, ensuring a holistic approach to student well-being. Through her dedicated efforts, Mrs Schopf helps to create a nurturing and supportive environment that promotes the social, emotional, and academic growth of our students. The Chaplaincy program not only addresses immediate needs but also fosters long-term resilience and a strong sense of community within our school.

Kids Hope Mentoring Program

In 2024, Sorrento Primary School continued to implement the Kids Hope Mentoring Program, an early intervention, school-based mentoring initiative that has been successfully operating in Australia since 2004. The program aims to develop emotional and social resilience in children, thereby enhancing their capacity to learn. Built on a long-term partnership between a local school and a local church, the program ensures that carefully screened and trained mentors meet with children for one hour per week at the school. Over 10,000 children across Australia have benefited from this program, which has proven to change lives.

In 2024, eleven dedicated mentors provided support to ten students identified by staff, with recommendations approved by the Student Services Team. This program has been highly successful, offering students additional support for their social and emotional growth. Mentors play a crucial role in the development of students by providing guidance, support, and encouragement. They help students build confidence, develop social and emotional skills, and navigate challenges both inside and outside the classroom. The presence of a mentor can significantly enhance a student's overall well-being and academic success, fostering a positive and nurturing environment for growth.

We are excited about the prospect of extending the Kids Hope Mentoring Program in 2025 to reach even more students and continue making a positive impact on their lives.

SHOWCASING SORRENTO

Fathering Project

The Fathering Project at our school has been instrumental in fostering stronger connections between fathers and their children. Through a variety of engaging activities and events, the program encourages dads to take an active role in their children's education and well-being.

These initiatives not only enhance the father-child bond but also contribute to a more supportive and inclusive school community. By providing opportunities for fathers to participate in school life, the Fathering Project helps create a positive environment where students can thrive both academically and emotionally. Students at Sorrento have enjoyed the events such as annual bike ride and movie nights with their dads.



Edu-Dance

Last year, our school introduced the Edu-Dance program, an initiative that integrates dance into the learning process. This program has proven to be a significant addition to our curriculum, offering numerous benefits to our students.

The introduction of the Edu-Dance program has been a resounding success, and well received by the Sorrento school community. We look forward to continuing this program in 2025.



INTERVENTION PROGRAMS

Reading Intervention

Our Reading Intervention Program has made a significant impact on student literacy over the years. Designed to support students requiring additional assistance with reading, the program incorporates MiniLit Sage for Years 1–2 and MacqLit for Years 3–6, both evidence-based approaches that target foundational reading skills.

Throughout the year, students identified as needing support participated in small-group sessions led by trained staff. MiniLit Sage provided early intervention for younger students, focusing on phonemic awareness, letter-sound knowledge, and decoding skills. Meanwhile, MacqLit supported older students in developing fluency, comprehension, and word recognition strategies.

Results from ongoing assessments have shown encouraging progress, with participating students demonstrating increased reading confidence and improved literacy outcomes. Teachers have also observed greater engagement and enthusiasm for reading among students who previously struggled.

We remain committed to ensuring every child has the tools they need to succeed in literacy. Moving forward, we will continue refining our intervention strategies, providing professional development for staff, and closely monitoring student progress to maximise the program's effectiveness.

Academic Extension

In 2024, Sorrento Primary School continued to offer the LitSparks Extension Literacy Program, designed to extend and challenge academically capable students through exposure to rich, high-quality literature. This program provides students with opportunities to engage in advanced reading, critical analysis and creative writing, fostering a deeper appreciation for language and storytelling.

Selection for the program is based on academic performance and teacher recommendation, ensuring that students with a strong aptitude for literacy are supported and extended in their learning. In addition to participating in stimulating classroom activities, students in the LitSparks Extension Literacy Program have the opportunity to showcase their talents by competing against other schools in poetry and narrative writing competitions. These experiences not only refine their writing skills but also build confidence and encourage collaboration with like-minded peers.

By offering this program, Sorrento Primary School aims to nurture a passion for literature and develop students' ability to think critically, write creatively, and engage deeply with texts.



PROFESSIONAL LEARNING

Sorrento Primary School remained committed to enhancing the classroom experience and optimising student outcomes throughout 2024, with a strong focus on staff professional learning to drive targeted school improvement initiatives.

Professional Growth Opportunities

Building on our commitment to ongoing professional learning, our staff have continued to benefit from invaluable insights shared by practitioners in the field. Notable contributors in 2024 included our ongoing relationship with the team from Shaping Minds and Ben Calleja from Growth Coaching International.

Partnership with Shaping Minds

A highlight of 2024 was our continued collaboration with the team at Shaping Minds, further strengthening our commitment to high-impact teaching practices. As part of this partnership, we trained four instructional coaches—Monica Ross, Trevor Hinchliffe, Chelsea Weckman and Beth Hutchinson who are now working alongside all teachers to enhance instructional practice.

Through tailored coaching, our teachers engaged deeply with best practices such as Explicit Instruction, Daily Reviews, TAPPLE, and Engagement Norms. This continued experience has not only refined teaching strategies but has also fostered a culture of active learning and student engagement across the school.

Beyond structured coaching sessions, teachers continue to have invaluable opportunities to observe and participate in Daily Reviews led by program participants, further reinforcing their

Looking ahead

Sorrento Primary School remains committed to maintaining a culture of improvement by utilising our internal coaches to improve practice and continue to develop through maintaining our commitment to professional learning.



FINANCE

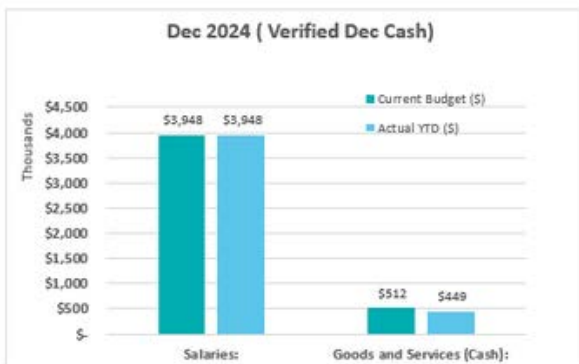
Sorrento Primary School Financial Summary

December 2024

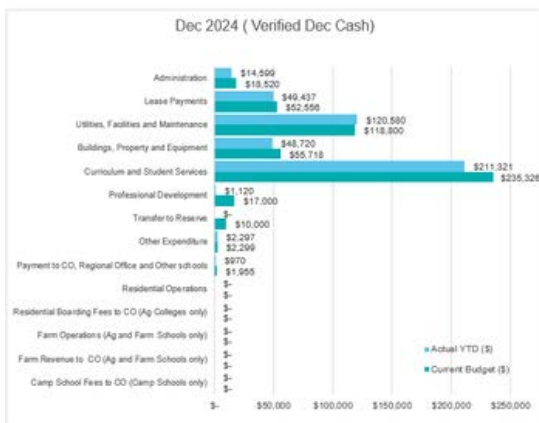
EXPENDITURE - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	3,579,183	3,579,183
New Appointments	0	0
Casual Payments	368,353	368,353
Other Salary Expenditure	97	97
Total Funds:	3,947,633	3,947,633
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	18,520	14,599
Lease Payments	52,556	49,437
Utilities, Facilities and Maintenance	118,800	120,580
Buildings, Property and Equipment	55,718	48,720
Curriculum and Student Services	235,326	211,321
Professional Development	17,000	1,120
Transfer to Reserve	10,000	0
Other Expenditure	2,297	2,297
Payment to CO, Regional Office and Other schools	1,955	970
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	512,174	449,044

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)	
	Current Budget (\$)
Carry Forward (Cash):	140,054
Carry Forward (Salary):	334,951
INCOME	
Student-Centred Funding (including Transfers & Adjustments):	4,214,719
Locally Raised Funds:	156,077
Total Funds:	4,845,801
EXPENDITURE	
Salaries:	3,947,633
Goods and Services (Cash):	512,174
Total Expenditure:	4,459,807
VARIANCE:	385,994

Goods and Services vs Salary Expenditure



Goods and Services Expenditure - Budget vs Actual



INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	140,054	140,054
Carry Forward (Salary)	334,951	334,951
STUDENT-CENTRED FUNDING		
Per Student	3,614,458	3,614,458
School and Student Characteristics	492,440	492,440
Disability Adjustments	19,041	19,041
Targeted Initiatives	85,260	85,260
Operational Response Allocation	420	420
Total Funds:	4,211,619	4,211,619
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	3,500	3,500
School Transfers – Salary	(207,712)	(207,712)
School Transfers - Cash	207,312	207,312
Department Adjustments	0	0
Total Funds:	3,100	3,100
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	19,767	20,262
Charges and Fees	71,437	74,739
Fees from Facilities Hire	240	240
Fundraising/Donations/Sponsorships	27,961	29,215
Commonwealth Govt Revenues	1,994	1,994
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other school	3,138	7,322
Other Revenues	11,323	13,017
Transfer from Reserve or DGR	20,218	20,218
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	156,078	167,007
TOTAL	4,845,802	4,856,731