



SORRENTO PRIMARY SCHOOL

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2015 Annual Report

Introduction

2015 saw the completion of the new administration building, staffroom, P&C Room and staff toilets. This caused a significant disruption to students, parents and staff but was an acceptable short term consequence of this significant building program. Everyone was very patient with the temporary arrangements necessary to facilitate the building program. It was an enormous task to vacate temporary work areas and a joy to relocate to the new administration, Staffroom and P&C room, Cleaners' room and the English and Maths teaching resources rooms.

Our School Board Chair, Mr Trevor Beazley, retired after a number of years of wonderful service to Sorrento Primary School as the School Council Chair in 2010 - 2011 and then transitioning to the School Board Chair 2012 - 2015. The Board is now well settled and vacant positions are highly sought after with the need to hold community elections.

With an ageing staff profile Sorrento PS retirements are on increase. During 2015 very long serving staff members retired Mrs Lyn Smith (27 years), Mrs Janine Carter (27years) and Mr Steve Hunt (20years).

Shared Vision 2014 - 2020

BE TRUE

Sorrento Primary School provides a nurturing environment based upon excellence, tolerance and resilience.

We are a considerate community of learners where staff, students and parents interact openly, honestly and respectfully providing affirming feedback. Through team work and collaboration, we build a cohesive staff, where mutual support and respect are reciprocated between staff and the administration.

Our staff is highly motivated and skilled through access to professional development. Student learning is enhanced by way of best-practice pedagogies, higher order thinking and cooperative learning. Resourcing levels enable us to stay at the forefront of integrating ICT into the classroom and embedding it into the curriculum.

Teachers collect reliable, up-to-date information about students' achievement in order for students to reach their potential. This is reported to parents through regular, open communication.

Our shared values are evident through our involvement in community-based programmes and supportive approach to managing student behaviour. Rules and consequences are clearly understood by students. They display high standards of self-discipline and positive mind sets as they strive for excellence.

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 and hold true to our shared vision.

Student Academic Achievement

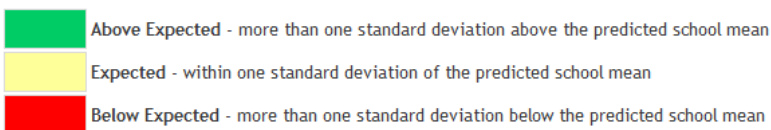
YEAR 3 Comparative Performance Summary 2010 – 2015

NAPLAN testing data in year 3, 2010 - 2015 using standard deviations from expected school mean performance is represented in the table below.

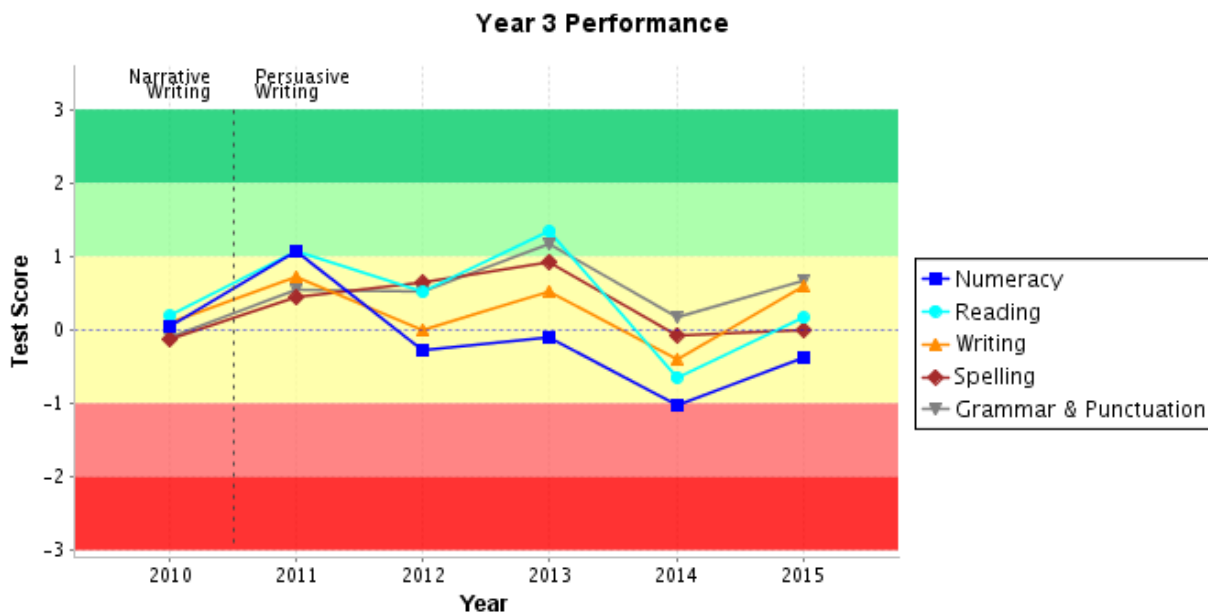
Comparative Performance for Year 3

Year 3	Performance						Students					
	2010	2011	2012	2013	2014	2015	2010	2011	2012	2013	2014	2015
Numeracy	0.1	1.1	-0.3	-0.1	-1.0	-0.4	48	45	55	59	56	54
Reading	0.2	1.1	0.5	1.3	-0.6	0.2	48	44	55	59	56	55
Writing	0.1	0.7	0.0	0.5	-0.4	0.6	48	44	55	59	56	54
Spelling	-0.1	0.4	0.6	0.9	-0.1	0.0	48	45	55	59	56	54
Grammar & Punctuation	-0.1	0.6	0.5	1.2	0.2	0.7	48	45	55	59	56	54

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Year 3 Performance



What is the table telling us about our year 3 students?

- NUMERACY is an area for focus with a -0.4 standard deviation test performance.
- READING is slightly above expected performance.
- WRITING is strong.
- SPELLING is at expected performance.
- GRAMMAR & PUNCTUATION is strong.
- All areas have an improved test performance when compared to the 2014 test performance, noting that spelling is a very minor improvement.

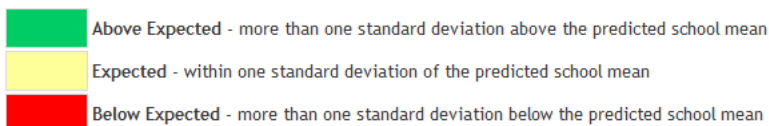
YEAR 5 Comparative Performance Summary 2010 – 2015

NAPLAN testing data in year 5, 2010 - 2015 using standard deviations from expected mean school performance is represented in the table below.

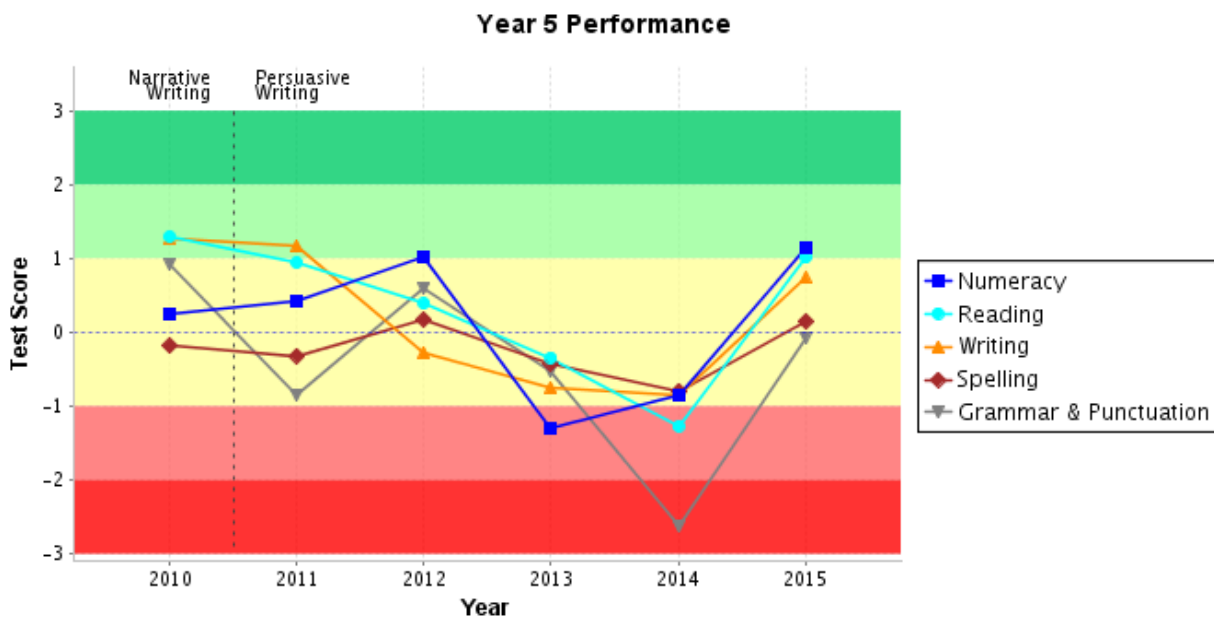
Comparative Performance for Year 5

Year 5	Performance						Students					
	2010	2011	2012	2013	2014	2015	2010	2011	2012	2013	2014	2015
Numeracy	0.3	0.4	1.0	-1.3	-0.9	1.1	49	42	50	58	50	64
Reading	1.3	0.9	0.4	-0.3	-1.3	1.0	49	42	50	58	50	65
Writing	1.3	1.2	-0.3	-0.8	-0.9	0.7	49	41	50	58	50	65
Spelling	-0.2	-0.3	0.2	-0.4	-0.8	0.1	49	42	50	58	50	65
Grammar & Punctuation	0.9	-0.8	0.6	-0.5	-2.6	-0.1	49	42	50	58	50	65

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Year 5 Performance



What is the table telling us about our year 5 students?

(Note: Most year 3 students in 2013 are the year 5 students in 2015)

- NUMERACY is very strong and has shown significant value adding since being tested in year 3, 2013.
- READING is strong but has given a small amount of performance ground since being tested in year 3, 2013.
- WRITING is strong and has shown +0.2 standard deviation on the year 3, 2013 test performance.
- SPELLING is at expected performance but has shown a performance -0.8 standard deviation decline in test performance since year 3, test performance.
- GRAMMAR & PUNCTUATION is par but has a concerning -1.3 standard deviation decline in test performance since year 3, test performance.
- All areas have an improved test performance when compared to the 2013 & 2014 test performances.

BUSINESS PLAN PRIORITY TARGETS 2015

How to read the graphs

English and Numeracy graphs are based on the mean of Western Australian NAPLAN scores for like schools with a similar ICSEA (Index of Community Socio-Educational Advantage).

Myschool National Like School Comparison

- ICSEA is the Index of Community Socio Educational Advantage and is recalculated each year.
- Sorrento PS ICSEA for 2015 is 1124.
- National Like Schools ICSEA range 1122 – 1125
- Nationally there were 60 like schools for years 3 & 5.
- There were 8 WA like schools inclusive of Sorrento PS for Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. (K - 6 enrolment in brackets): Attadale PS (365), Booragoon PS (416), Deanmore PS (492), Kensington PS (472), Manning PS (369), Marmion PS (393), Mosman Park (343), Sorrento PS (445) and South Perth (397).

2015 Sorrento Test Group Size

For all NAPLAN tests:

- 58 year 3 students
- 54 year 5 students

PRIORITY 1 LITERACY - Reading

Year 2

By 2015 improve the achievement of students in Year 2 to meet or exceed the Australian Mean in Reading. (Year 2, 2015 first time tested on Year 3, 2014 NAPLAN test)

Target Outcome: not met as Cohort 365 Australian Year 3 Mean 419 = -12.9% variation

Year 4

By 2015 improve the achievement of students in Year 4 to meet or exceed the Australian Mean in Reading. (Year 5, 2014 NAPLAN test)

Target Outcome: Not met as Cohort 486 Australian Year 5 Mean 501 = -3.0% variation.

Year 6

By 2015 improve the achievement of students in Year 6 to meet or exceed the Australian Mean in Reading. (Year 7, 2014 NAPLAN test)

Target Outcome: Met as Cohort 543 Australian Year 7 Mean 546 = -0.06% variation.

Year 3

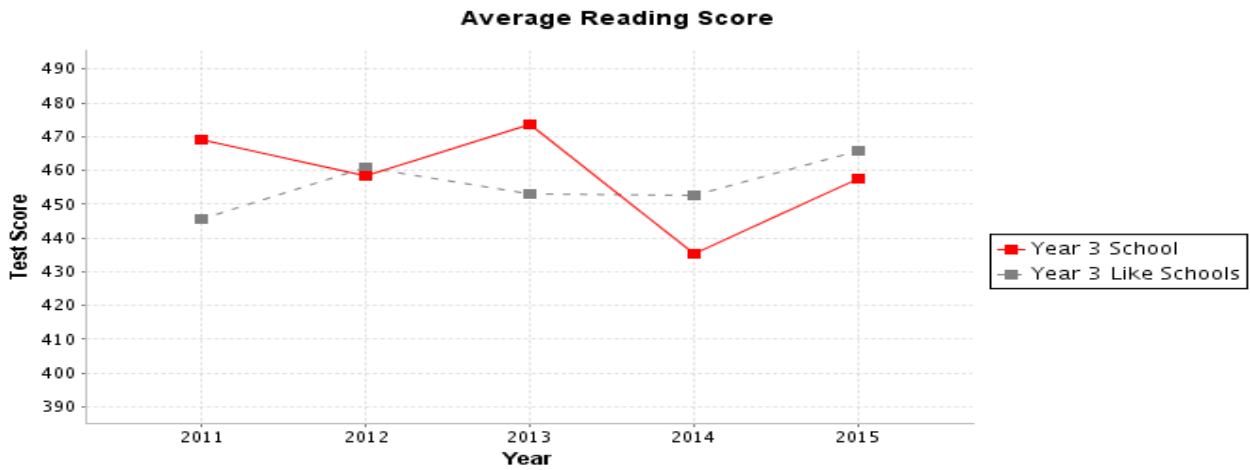
By 2015 improve the achievement of students in Year 3 to meet or exceed the Australian Mean in Reading by 6%. (Year 3 2015 NAPLAN test)

Target Outcome: Met as Cohort 457 Australian Year 3 Mean 426 = +7.2%

Myschool National Like School Comparison:

- WA Like School position 5th/9.
- National Like School position 36th/60.

WA Like School Comparison



Year 5

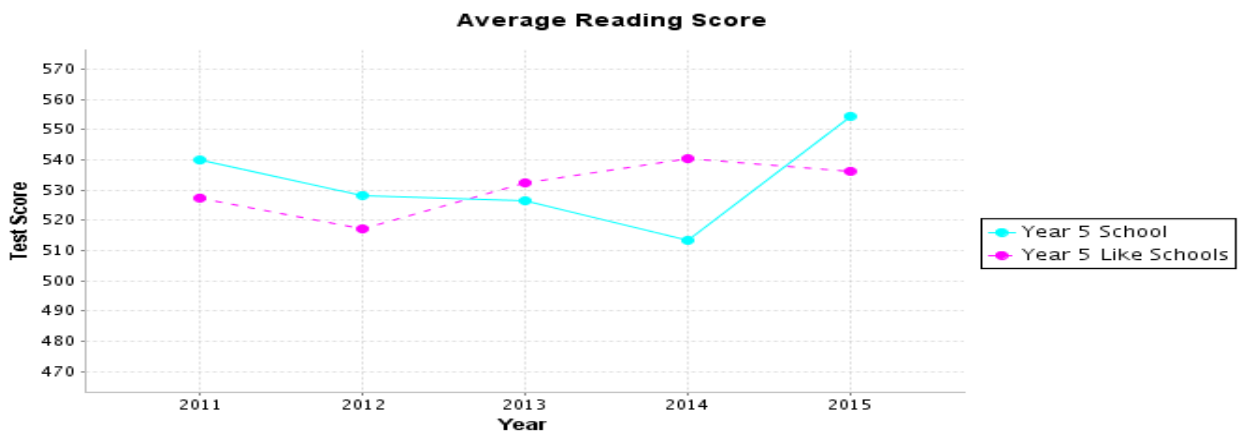
By 2015 improve the achievement of students in Year 5 to meet or exceed the Australian Mean in Reading by 8%. (Year 5, 2015 NAPLAN test)

Target Outcome: Met as Cohort 555 Australian Year 5 Mean 498 = +11.4%

Myschool National Like School Comparison:

- WA Like School position 1st/9.
- National Like School position 9th/60.

WA Like School Comparison



PRIORITY 2 LITERACY – Grammar & Punctuation

Year 3

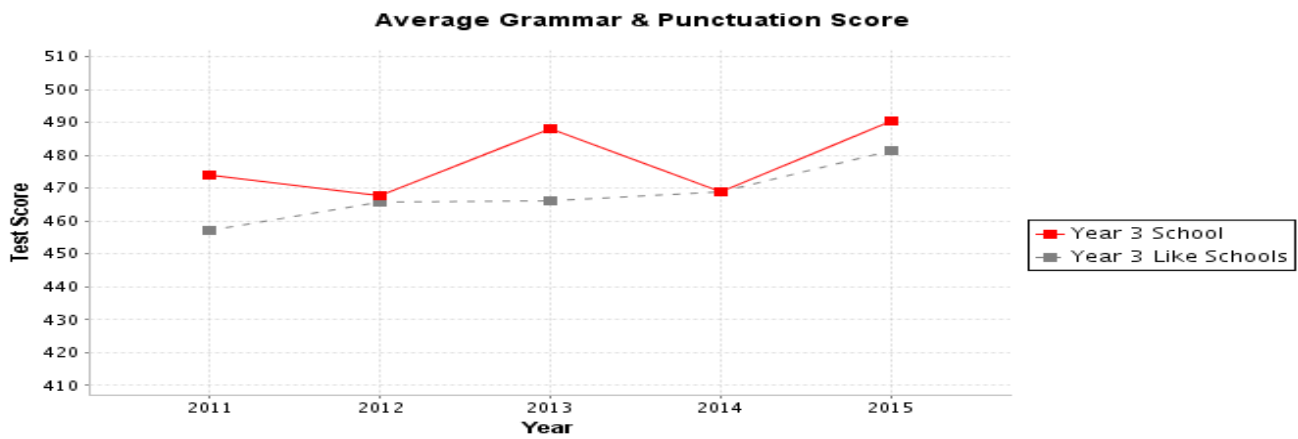
By 2015 improve the achievement of students in Year 3 to meet or exceed the Australian Mean in Grammar & Punctuation by 10%.

Target Outcome: Met as Cohort 491 Australian Year 3 Mean 433 = +13.3%

Myschool National Like School Comparison:

- WA Like School position 3rd/9.
- National Like School position 16th/60.

WA Like School Comparison



Year 5

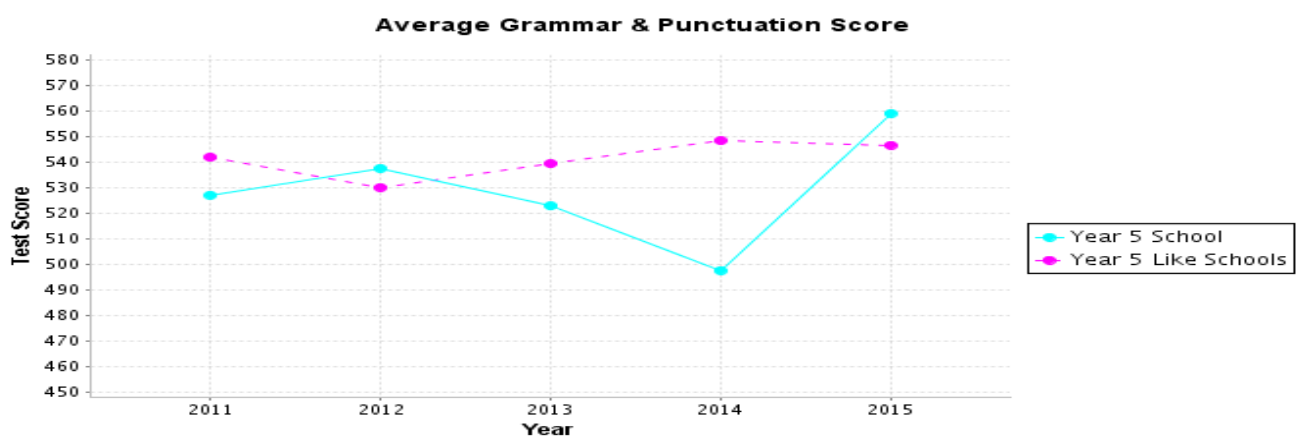
By 2015 improve the achievement of students in Year 5 to meet or exceed the Australian Mean in Grammar & Punctuation by 10%.

Target Outcome: Met as Cohort 559 Australian Year 5 Mean 504 = +10.9%

Myschool National Like School Comparison:

- WA Like School position 1st/9.
- National Like School position 7th/60.

WA Like School Comparison



What do we plan to do to improve student performance outcomes?

Literacy

- Continue to develop Guided Reading from Kindy to Year 6 with the minor support of the English Learning Area curriculum leader.
- Standardize the base Grammar & Punctuation text to commence 2016.
- Continue to develop teachers' skill in using the 'Best Performance' data analysis tool for class, small group and individual test analysis to identify student strengths for extension and areas for additional attention for improvement.
- Continue to test in-between NAPLAN years of 2, 4 & 6 and analyse data to influence teaching and learning programs.

PRIORITY 3 NUMERACY

Year 2

By 2015 improve the achievement of students in Year 2 to meet or exceed the Australian Mean in Numeracy. (Year 2, 2015 first time tested on Year 3, 2014 NAPLAN test)

Target Outcome: Not met as Cohort 341 Australian Year 3 Mean 402 = -15.2% variation

Year 4

By 2015 improve the achievement of students in Year 4 to meet or exceed the Australian Mean in Numeracy. (Year 5, 2014 NAPLAN test)

Target Outcome: Not met as Cohort 441 Australian Year 5 Mean 487 = -9.5% variation.

Year 6

By 2015 improve the achievement of students in Year 6 to meet or exceed the Australian Mean in Numeracy. (Year 7, 2014 NAPLAN test)

Target Outcome: Not met as Cohort 535 Australian Year 7 Mean 546 = -2.1% variation.

Year 3

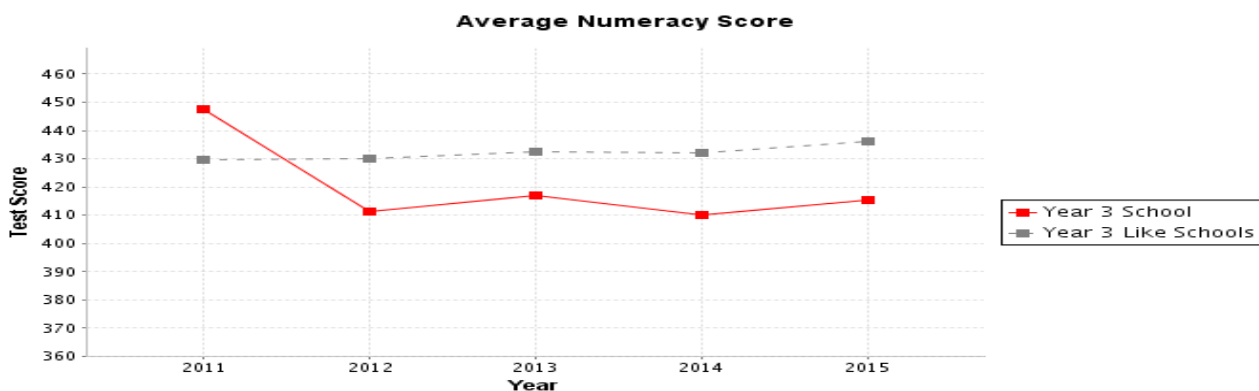
By 2015 improve the achievement of students in Year 3 to meet or exceed the Australian Mean in Numeracy by 3%.

Target Outcome: Met as Cohort 415 Australian Mean Year 3 398 = +4.2% variation.

Myschool National Like School Comparison:

- WA Like School position =6th/9.
- National Like School position 48th/60.

Average Numeracy Score



Year 5

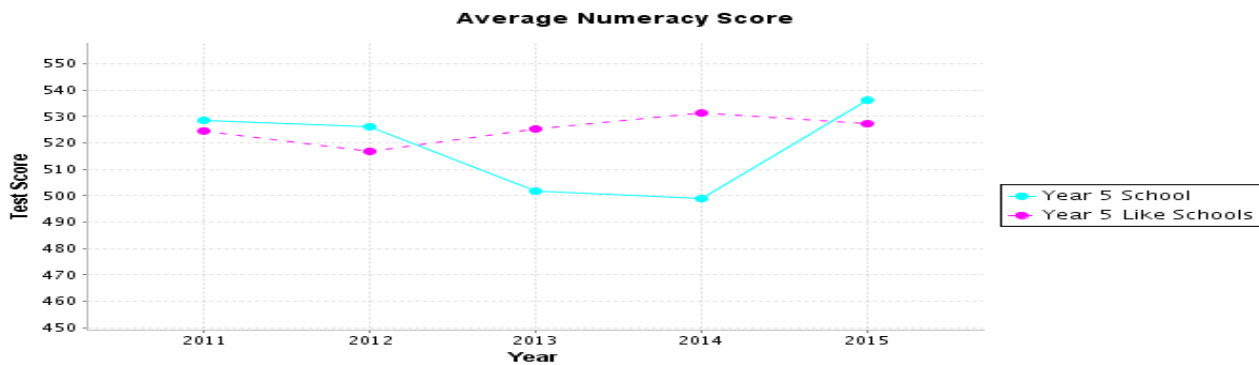
By 2015 improve the achievement of students in Year 5 to meet or exceed the Australian Mean in Numeracy by 7%.

Target Outcome: Met as Cohort 536 Australian Mean Year 5 492 = +8.9% variation.

Myschool National Like School Comparison:

- WA Like School position 1st/9.
- National Like School position 14th/60.

Average Numeracy Score



What do we plan to do to improve student performance outcomes?

Numeracy

- Appoint a Numeracy Teacher Coach in 2016 for 2.0 days a week to work with staff to further develop team teaching, phase of school and a whole school approach to the teaching of mathematics.
- Continue to develop the use of the iMath series to support the teaching and learning program.
- Provide teachers with professional learning on how to develop numeracy literacy to better equip children to read and understand mathematical test questions.
- Continue to develop teachers' skill in using the 'Best Performance' data analysis tool for class, small group and individual test analysis to identify student strengths for extension and areas for additional attention for improvement.
- Continue to test in-between NAPLAN years of 2, 4 & 6.

NON PRIORITY AREA STUDENT PERFORMANCE

Myschool National Like School Comparison: Spelling Year 3

- WA Like School position 3rd/9.
- National Like School position 31st/60.

Myschool National Like School Comparison: Writing Year 3

- WA Like School position 1st/9.
- National Like School position 14th/60.

Myschool National Like School Comparison: Spelling Year 5

- WA Like School position 1st/9.
- National Like School position 12th/60.

Myschool National Like School Comparison: Writing Year 5

- WA Like School position 1st/9.
- National Like School position 4th/60.

SCIENCE 2015 WAMSE Testing

Based upon teachers' preferences, it was decided to use science as a specialty at Sorrento PS for 2015. It was determined that with the loss of WAMSE Science testing and the likelihood of national testing in science in the future, as an interim measure some form of standardized testing would be helpful in evaluating the success of the program.

Method

WASME Science Year5 2013 was the source used for the tests. These tests are divided into Part A (Earth & Space Sciences, Chemical Sciences) and Part B (Biological Sciences, Physical Sciences). There are 18 items for each part of the test.

The items were categorized according to whether they required *knowledge and understanding of content* or the application of *science processes or skills* in order to answer correctly. Half of the items in each

test were allocated to each category for analysis. Part A has 11 knowledge items and 7 skills items, with the reverse being the case for Part B.

Most items are multiple choice-type questions. Five items require short written answers (A 10, 11, 15, 16; B 13). One item (B 8) required plotting of data on a graph and labelling axes and a further item required tabulating a data set (B 14).

Tests were marked using a system consistent with previous WAMSE Science marking protocols. This was particularly applicable for the written and plotting items. A percentage mark was allocated because the marker did not have access to the coding used by WAMSE. As can be seen in the analysis sheet, items analysis was carried out and overall percentages correct were calculated.

Discussion

The overall mean for all classes was 76% (room10, 78.5%; room 11, 78.3%; Room 12, 73.2%). The differentials between the means suggested that the additional 30 minutes per week allocated to room 10 (due to timetabling issues) in science may have produced slightly better results.

For the following analysis, items with less than 70% correct were investigated.

There seemed to be a trend for higher error incidence in Part B. This can be attributed to the fact that the tests were administered concurrently because of time constraints. The WAMSE test administration guidelines allow for 30 minutes working time on separate days but not concurrently. Allowing students to complete these tests on different days might have a positive impact on performance among those children whose attention lapses.

Generally, students performed well on content related items. Part A q.17 Part B q.10 and 11 indicate a lack of understanding of push and pull forces in about half of the sample. Forces are covered in the year 4 physical science curriculum, not the year 5. Unsurprisingly, there may have been a decline in student knowledge relating to these questions. Conversely, Part A q.5, 6 and 7 were related to earth and space science covered in term one this year and students scored strongly on these (79%, 84% and 79% respectively).

Students also generally performed well in process skills category questions. All errors below the 70% ceiling occurred in Part B of the test, which seems to support the conjecture that some students found the sustained concentration difficult. Part B items 7(fair testing; 66% correct) and 13(repeat trials; 66% correct) required students to apply their understanding of investigation methods. Part B questions 9 and 17 required logical reasoning in relation to an investigation. Across all items the lowest % correct was B q.17 at 45% correct. This question required students to understand that glowing balls could only be seen inside a cupboard due to the brightness of sunlight. The item is unrelated to specific curriculum content but an application of personal experience would have produced a correct response.

Two items in Part B (8, 14) required application of tabulation and graphing skills. These skills have been explicitly taught this year from year 3 to 6. With 71% and 79% correct respectively, these results are very satisfactory.

In teaching investigation processes, there has been a strong emphasis with year 3 to 6 in demonstrating the link between research questions, identifying of variables, tabulating data, graphing data and drawing conclusions linked back to the question. The results in the process skills category suggest that this approach has been successful.

Summary and Recommendations

In sum, a 76% overall mean seems to be a very satisfactory result after this first year of science as a specialist area at this school. The science specialist role will continue for next year as per the operational plan. It is recommended that the science specialist role continue for at least the medium term if teacher DOTT provider preferences and resourcing are maintained.

Given the higher scores recorded by room 10 students with an extra 30 minutes science time per week, if feasible it is also recommended that up to two hours per week in science be provided for year 6 students in order to better prepare them for the transition to high school. This will help build upon the foundation evident in these results.

Scott Zehnder

Science specialist / Level 3 classroom teacher

ICT

Information Communication Technology (ICT) is globally recognised as an extremely fast area of growth and as educators we are challenged with not only providing ICT tools for students that are relevant to today's society but also making sure that the skills, knowledge and learning experiences provided are transferable to technologies that may not even exist yet. We have a responsibility to provide learning opportunities that allow students to grow into digitally safe, responsible and ethical users of technology. This provides its own set of challenges in the form of providing a reliable infrastructure, funding for technologies that may become obsolete in a quick period of time, connecting learning beyond the school by providing anywhere, anytime access and not at all least, the development of staff skills and support for integration of ICT into the curriculum. At Sorrento Primary we consider it important that we are not distracted by the 'bells and whistles' associated with technology but are continuing to ask the question of how can ICT enhance what we already do and not merely replace it. This premise underpins the ICT philosophy at Sorrento PS.

With this in mind, an area of major focus for 2015 has been to investigate how we can maximise school resources and provide equitable access to all students in order to provide learning opportunities that address curriculum requirements. The outcome of this after extensive community and staff consultation has been the decision to introduce a BYOD (iPads) program at the beginning of 2016 for year 3 and 5 students. This will be further extended the following year to include all students from years 3 – 6.

Sorrento PS strategically plans to embed ICT within the curriculum by explicit planning within the areas outlined in the infographic below:



ENROLMENT TRENDS

Semester 2	2011	2012	2013	2014	2015
Primary (Excluding Kin)	380	398	418	410	402

- There has been a small impact on overall student enrolments with year 7 students being positioned in the secondary schools. Historically Sorrento PS would see a significant number of year 6 students leave at the end of the year to attend private schools. Traditionally the year 7 cohort is approximately 25 students with a small variation of +/- 2 students.
- For 2015 two Kindy groups totaling 44 students operated instead of three as previously in 2014. There has been a decline in local intake area enrolments by about 30% for 2015.

ATTENDANCE

At Sorrento PS we aim to achieve an attendance rate of over 95% to maintain educationally sound achievement rates. This is in alignment with regional attendance initiatives.

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2013	94.9%	92.6%
2014	94.3%	92.1%
2015	94.6%	92.7%

Attendance % - Primary Year Levels

	Attendance Rate						
	Y01	Y02	Y03	Y04	Y05	Y06	Y07
2013	95%	96%	95%	95%	94%	95%	95%
2014	94%	94%	94%	94%	95%	94%	95%
2015	94%	95%	95%	95%	95%	94%	
WA Public Schools 2015	93%	93%	93%	93%	93%	93%	

In order to maintain high attendance rates Sorrento Primary School:

- Informs parents of individual levels of attendance during reporting cycles and provides them with comparison data to level of educational risk.
- Discourages 'in term' holidays.
- Although Kindergarten is not compulsory attendance we believe that good habits start early so attendance is monitored from enrolment to establish regular patterns of attendance.
- Absenteeism is not considered to be a major concern at Sorrento PS. The school has a focus to continue to raise awareness on the effect of holidays during school time so that parents can make informed decisions in regards to this. In term holidays are recorded as unauthorised absences and where appropriate parents are provided with data to outline the effect of these absences on individual student achievement.

SUSPENSION RATES

One student was suspended for one day in 2015.

GRADUATING HIGH SCHOOL DESTINATIONS

Destination Schools	Male	Female	Total
4129 DunCraig Senior High School	17	9	26
1325 St Mark's Anglican Com School	5	7	12
1309 St Stephen's School	4	3	7
1193 Hale School	2		2
4025 John Curtin College Of The Arts		2	2
1157 St Mary's Anglican Girls' Sch		2	2
4057 Carine Senior High School	1		1
1366 Lake Joondalup Baptist College		1	1
4038 Mount Lawley Senior High School	1		1
1147 Presbyterian Ladies College		1	1
1109 Sacred Heart College		1	1
4134 Warwick Senior High School		1	1

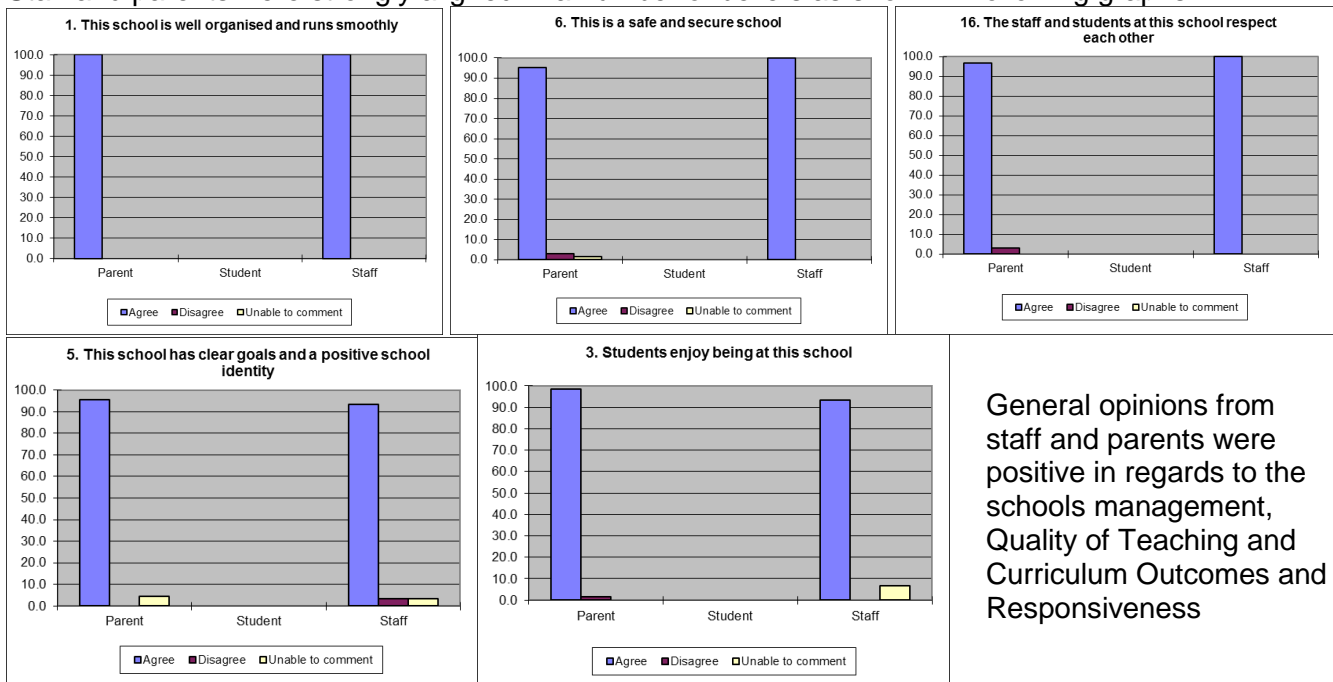
STAFF INFORMATION

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Teaching Staff			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	26	19.0	1
Total Teaching Staff	27	20.0	1
School Support Staff			
Clerical / Administrative	4	2.2	0
Gardening / Maintenance	1	0.7	0
Other Non-Teaching Staff	11	6.8	0
Total School Support Staff	16	9.7	0
Total	46	32.7	1

Parent, Student and Teacher Satisfaction Sorrento Primary School Community Surveys

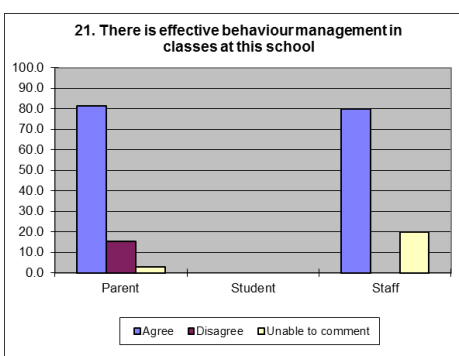
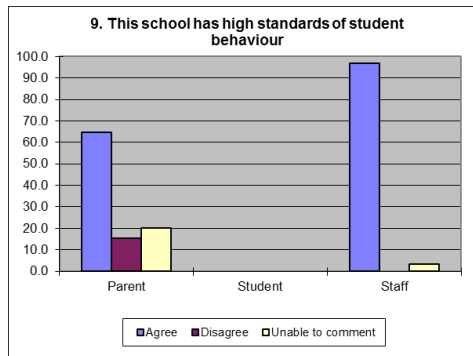
In April 2014 our School Review Profile included surveying community and staff members for feedback on school practices. This was completed using the survey tool provided by WA Department of Education and was sent out to 35% (109 of 311 families) of randomly selected families and all staff members were provided with the opportunity to participate.

Staff and parents were strongly aligned in a number of beliefs as shown in following graphs:



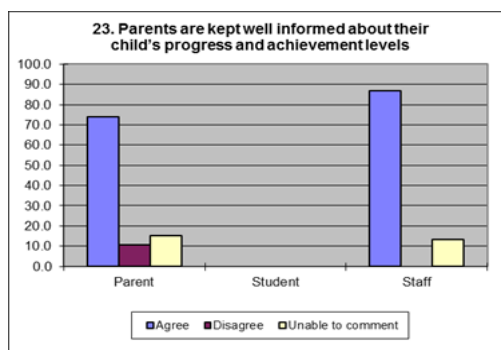
General opinions from staff and parents were positive in regards to the schools management, Quality of Teaching and Curriculum Outcomes and Responsiveness

Parents shared some concerns in regards to behaviour management in this earlier survey.

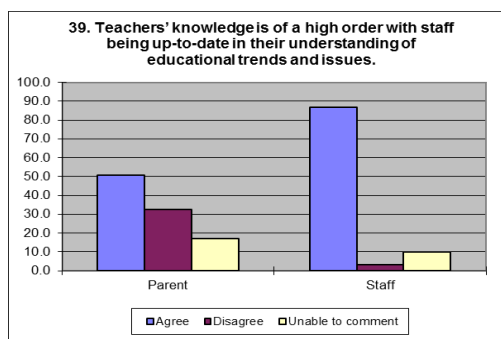


This was addressed by the school forming a committee to review and revise our Behaviour Management in Schools Policy (BMIS). This was presented to the board for endorsement late November and was made available to parents when our new website went live on the 18th of December 2014.

Another area that was flagged for improvement was in our communications with parents, as shown below:



This instigated a more structured management of case conferences to further involve our School Psych in attending relevant and purposeful case conferences that include parents, admin and teachers in the case management of students experiencing social, academic or behavioural concerns. This process allows for conferences to be instigated by teachers or parents. These views also highlighted the importance to staff in instigating and providing opportunities for parent/teacher meetings throughout the year, to keep parents informed of their child's progress or areas of concern.



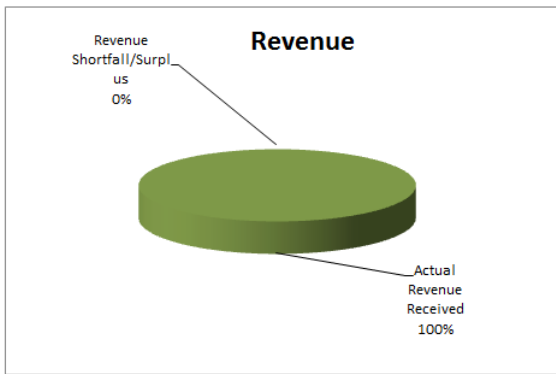
A further area of concern, flagged that parents in particular, viewed that our staff needed support to continue to stay abreast of educational trends and issues. In response to this, performance management procedures at Sorrento received a review and subsequently a new format and procedures were introduced that were strongly aligned to the AITSL Teacher Performance and Development Framework to provide further support to staff in addressing the Australian Professional Standards for Teachers through their own professional development, self-reflection practices and goal setting.

In November of 2014, all schools were advised that a mandatory, National School Opinion Survey (NSOS) needed to be provided for staff, parents and students to participate in and this was completed in November. By this stage a few of the school improvement procedures implemented earlier, were beginning to take effect with this becoming evident in the responses received. All groups returned a positive response to teachers: expecting children to do their best, providing useful feedback and being approachable to talk to about concerns. Both teachers and Parents returned high positive responses to students: feeling safe at school and liking being at Sorrento PS.

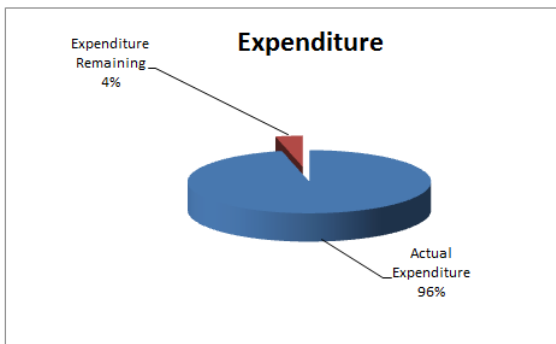
The NSOS highlighted two areas of concern from parents, those being: (1) *this school works with me to support my child's learning* and (2) *this school takes parents opinions seriously*. To address concern (1) are continuing to utilise our student services and parent/teacher meetings in a more consistent and purposeful manner to involve parents in meaningful conversations about their child's learning. To address concern (2) and allow parents more opportunity to share their opinions, have a say and discuss issues, the new SPS website has a 'feedback form' provided and parents are encouraged to use this. All feedback is then sent directly to the principal who provides a timely response. The NSOS were useful tools in providing feedback about our school and the NSOS will be provided to staff, students and parents for feedback every second year to allow for continued self-improvement.

Sorrento Primary School Financial Summary 19 March 2016

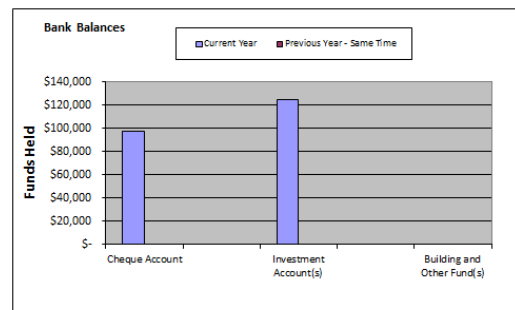
Cash Revenue:	
Previous Year Closing Balance Brought Forward	\$ 19,692.64
Current Year Budgeted Revenue	\$ 491,600.00
Actual Revenue Received	\$ 491,524.34
Revenue Shortfall/Surplus	\$ 75.66
Revenue Collected as a % of Current Budget	100.0%
Total Funds Available	\$ 511,216.98



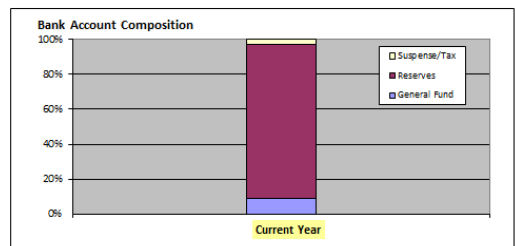
Cash Expenditure:	
Current Year Budgeted Expenditure	\$ 510,379.00
Actual Expenditure	\$ 491,821.95
Expenditure Remaining	\$ 18,557.05
Unallocated Expenditure Budget	\$ 914.00
Unallocated as a % of Total Funds Available	0.2%
Actual Expenditure as a % of Budgeted Expenditure	96.4%



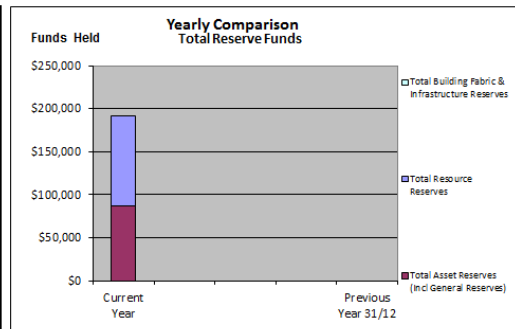
Reconciled Bank Balances:		
	Current Year as at: 31/12/2015	Previous Year - Same Time
Cheque Account	\$ 97,247.51	\$ -
Investment Account(s)	\$ 125,000.00	\$ -
Building and Other Fund(s)	\$ -	\$ -
Total	\$ 222,247.51	\$ -



Bank Account Composition	
General Fund	9%
Reserves	88%
Suspense/Tax	3%



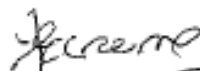
Equipment Replacement Reserves:		
	Current Year	Previous Year 31/12
Total Asset Reserves (Incl General Reserves)	\$ 87,369.45	\$ -
Total Resource Reserves	\$ 104,145.20	\$ -
Total Building Fabric & Infrastructure Reserves	\$ -	\$ -
Total All Reserves	\$ 191,514.65	\$ -
Current Year Reserve Transfer Funds Included above	\$ 101,750.00	N/A
Budgeted Reserve Transfer Funds not Transferred	\$ -	N/A



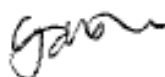
SORRENTO PRIMARY SCHOOL

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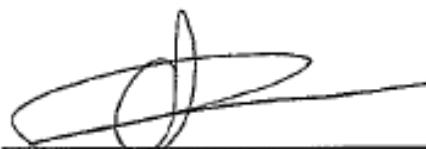
Copies of this document are in the possession of the members of the Sorrento Primary School Board and have been endorsed for publication.



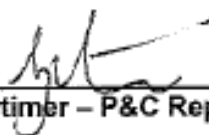
Jarvas Croome – Chair



Genevieve Johnson – Parent Representative



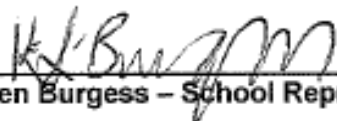
Carrie Dunbar – Parent Representative



Greg Mortimer – P&C Representative



Adam Maxwell – Parent Representative



Karen Burgess – School Representative



Scott Zehnder – School Representative



Lindsay Harby - Principal