

# 2020 Annual Report to The School Community



School Name: Cowes Primary School (1282)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 22 March 2021 at 02:41 PM by Rodney Mckenzie (Principal)

The 2020 Annual Report to the school community:

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

Attested on 21 April 2021 at 08:57 AM by Brendan Cashman (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

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

### School performance data

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

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

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

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Achievement

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

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### 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.

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### What does 'NDP' or 'NDA' mean?

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

## About Our School

### School context

Cowes Primary School (CPS) is highly regarded in the local community and within educational circles as a high achieving school. We are committed to providing high quality education, care and safety for all students, to prepare them to become active, engaged and responsible citizens of the local and global community.

Our unique setting includes the Early Learning Centre which accommodates 4 year old kinder, 3 year old kinder and long day care. The Early Learning Centre plays an integral part in the ability of our setting to provide a seamless educational experience from birth to 12 years which supports learning success and this success is highlighted in our data.

CPS offers students attractive and well maintained buildings and grounds. These include quiet sitting areas, grassed play areas and separate play equipment for junior and senior students. There is a grassed oval, two sandpits, tennis courts, 25m pool and gymnasium. The BER building houses the Senior Learning Community. Additional facilities include a gymnasium, Art room, STEM room, LOTE room, Wellbeing room and Music room. All students have access to digital technologies in their classrooms. The school Wellbeing Coordinator assists students and their families. Enrolments at this time are approximately 561 students.

Cowes Primary School aims to provide a curriculum which is relevant, challenging and engaging for learners in their primary school years. The workforce at CPS is composed of the following, two principal class officers, four administration staff, 25 classroom teachers, two Learning Specialists, Literacy Leader, Maths Leader, Physical Education teacher, Music teacher, Art teacher, LOTE teacher, STEM teacher and thirteen educational support staff. The Student Family Occupation [SFO] category is 0.4814 and the Student Family Occupation Education [SFOE] index was 0.4200 in 2019–20.

Cowes Primary School strives to provide an education of real value and the attainment of excellence, enabling all students to reach their academic, social and physical potential.

Cowes Primary School's values are:

- Be Respectful - We respect ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the environment and people around us.
- Be Safe - We work to create a learning community where all students feel safe and are safe
- Be Resilient - We strive to be resilient by managing our emotions, being aware of strengths and assets, resourcefulness, the ability to reach out to others and employ problem-solving skills.
- Be a Learner - We maximise our learning by maintaining a growth mindset, being open to new learning and take responsibility for our effort.

### Framework for Improving Student Outcomes (FISO)

2020 was a year of unprecedented times and Cowes Primary School continued to provide a consistent and strong approach to improving student outcomes during remote learning. Teachers adapted quickly to the challenges of on-line teaching and modified goals and strategies set to further student improvement.

In 2020 CPS had a focus on;

- Building Practice Excellence  
KIS Maximise learning and growth for all students.
- Positive Climate for Learning  
KIS Embed practice of responsibility and rigorous processes for monitoring and minimising student absence.

- **Community Engagement**

KIS Implement Respectful Relationships and support (lead) other schools with their implementation.

At CPS we have a culture where teachers work together to review student data and assess the impact of the learning program. All staff have high expectations for every student and this is reflected in students' positive attitudes towards learning and belief in themselves, regardless of their circumstances.

During remote learning, the school's connection to family and community was strengthened. In addition to the online learning program, the school staff created wellbeing video clips that were distributed widely in the community through social media. The parents spoke of the school being a community leader during the pandemic restrictions. The school used a range of communication tools to connect with families including social media, digital applications and a content management system for continuous reporting and administration.

In 2020, we continued embedding our whole school approaches to the curriculum areas of literacy and numeracy despite the interruptions to face to face learning. The school continued its focus and commitment to the Primary Mathematics Initiative where one staff member was released from their normal classroom duties (FTE 0.2) to develop curriculum, coach staff and engage in a community of practice (COP) with neighbouring schools. The school also continued to refine its approach to the teaching of reading. All staff have now engaged in professional learning with literacy experts Sheena Cameron and Louise Dempsey. The focus on these curriculum areas and development of staff capacity through professional learning has complemented practice consistency across the school to ensure a viable experience for all students.

Staff have communicated with parents via the Compass portal and the school focus on student engagement through attendance data continued despite the remote learning phase. Teachers ensured that parents and carers were alerted to student absence, allowing unexplained absences to be reported directly via the portal.

We will continue to use the FISO continua to help map our current practice and future priorities.

**Achievement**

Staff and students adapted to the challenges of remote learning in 2020. Students were encouraged and supported to regularly communicate with their teachers whilst learning remotely to foster their connection with their teacher and the school. Teachers engaged with students via Google Meets, telephone calls and providing feedback for set learning tasks. Students from years 3-6 used the Google Classroom platform which was then incorporated in the classroom as a tool for face-to-face teaching. Students in Prep - 2 used the SeeSaw platform to communicate and complete set learning tasks.

Teacher Judgement of student achievement (Semester 2) highlights that the number of Cowes Primary School students performing at or above the expected standards for English are similar to the State and 'higher' than like schools. In Numeracy, there is an increased number of Cowes Primary School students performing at or above the expected standards in comparison to like schools and the State.

NAPLAN  
 NAPLAN Tests were not conducted in 2020.

**Engagement**

Absence data highlights that students missed an average of 13.2 days in 2020 compared to 17.1 days in 2017. We will continue to focus on attendance moving forward as 'everyday counts' and we know good attendance maximises educational outcomes. To support student engagement during the transition back to onsite learning, teachers and our well-being coordinator will monitor absences and work with families. A designated 'attendance' team will be established in 2021 to help monitor attendance and implement initiative to improve attendance for all.

The use of morning messages, Google Meets and staff videos (e.g. Greatest Showman) during the remote learning period supported engagement and lifted spirits.

### **Wellbeing**

Health and well-being supports such as phone calls home and Well-being Wednesday were prioritised for staff, students and their families during the remote learning period.

The continued implementation of Respectful Relationships education in 2021 will support our school to embed a culture of respect and equality across an entire school community and beyond. In alignment with our respectful relationships work, we choose to engage in national days and events that promote awareness and build understanding. In 2021 we will engage with Harmony Week and the National Day of Action Against Bullying and Violence.

The Student Attitudes to School Survey will be undertaken again in 2021.

### **Financial performance and position**

Cowes Primary School ended 2020 in a sound financial position. A large portion of the funds available relate to the operation of the Phillip Island Early Learning Centre (ELC).

The PIELC remained operational throughout the coronavirus (COVID-19) pandemic and was required to navigate significant changes relating to both State and Federal funding.

School Council will review the schools strategic direction following the School Review process that was undertaken at the conclusion of 2020. Funds will be allocated to support the school new strategic direction and maximise the educational experiences and outcomes of students. The allocation of funds will take into account major developments like the gymnasium and PIELC expansion.

**For more detailed information regarding our school please visit our website at**  
<http://cowesps.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.

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 540 students were enrolled at this school in 2020, 242 female and 298 male.

3 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

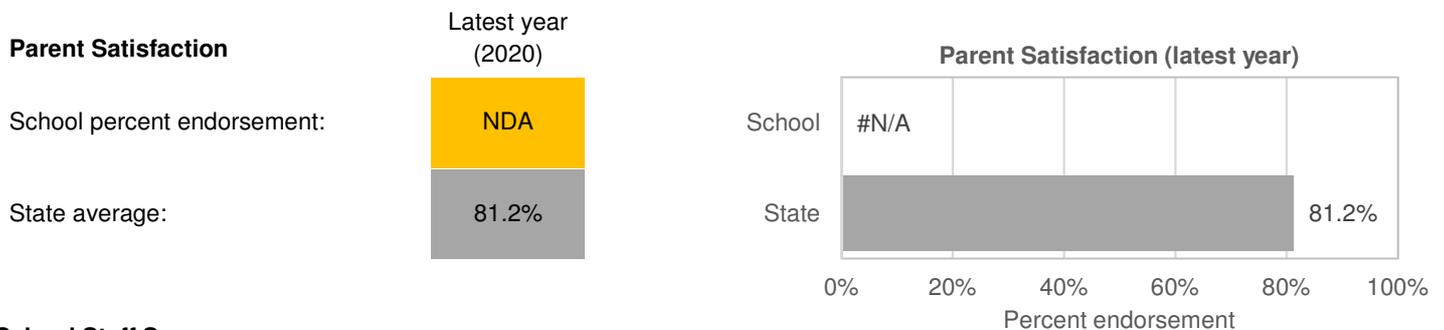
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### Parent Satisfaction Summary

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

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

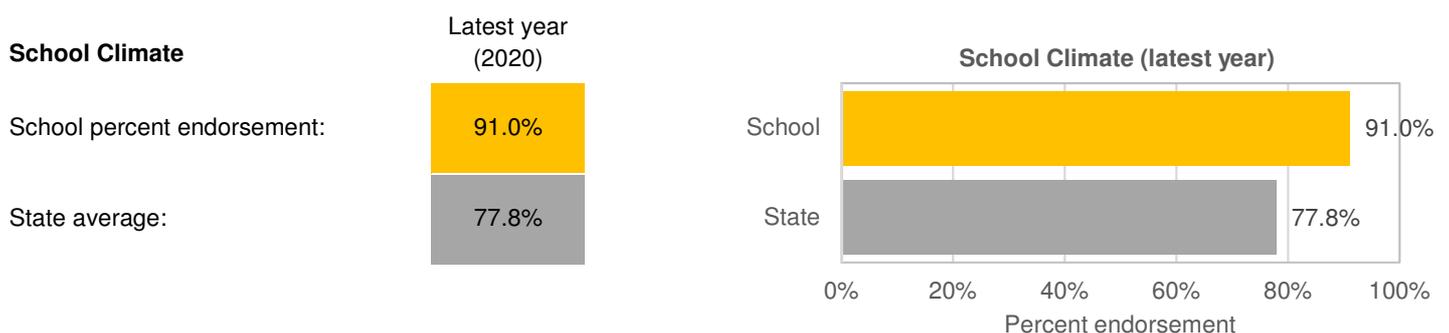


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

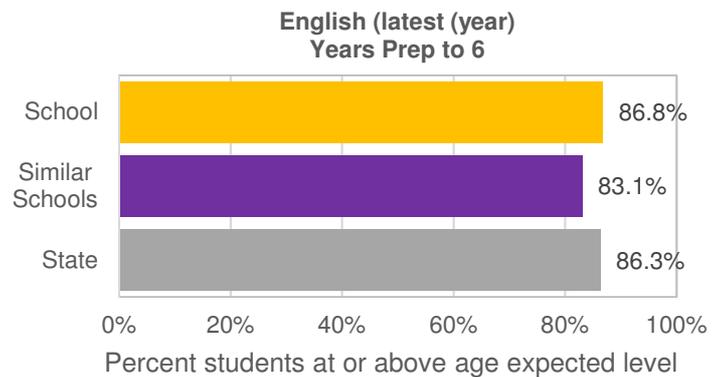
86.8%

Similar Schools average:

83.1%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

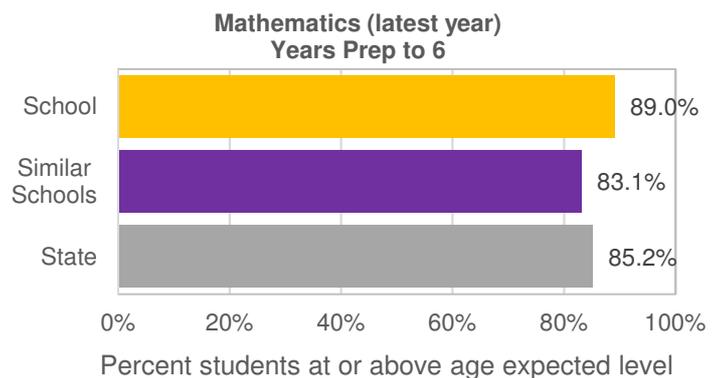
89.0%

Similar Schools average:

83.1%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

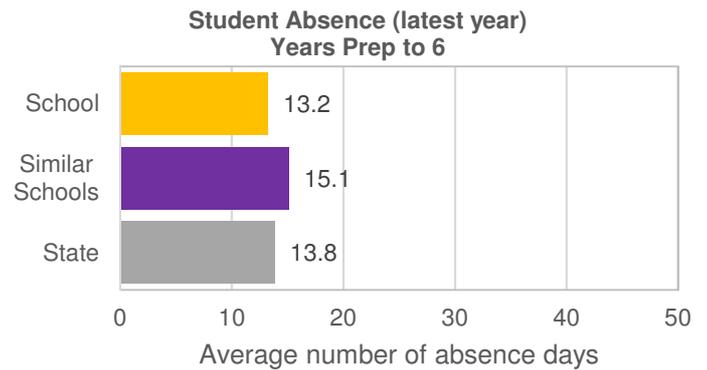
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	13.2	15.8
Similar Schools average:	15.1	15.5
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	93%	93%	95%	92%	92%	93%

**WELLBEING**

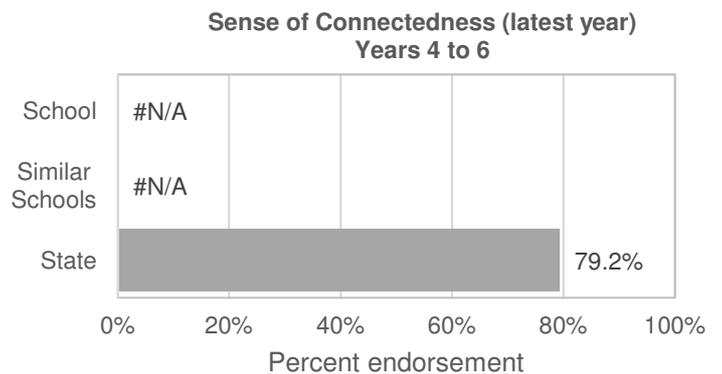
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**Student Attitudes to School – Sense of Connectedness**

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

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

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	89.7%
Similar Schools average:	NDP	81.5%
State average:	79.2%	81.0%



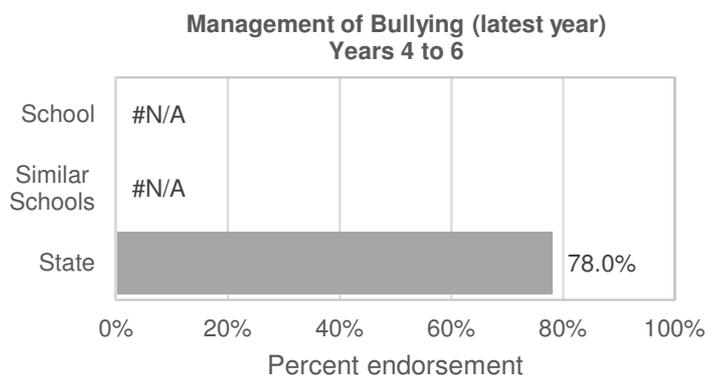
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

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

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

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	92.0%
Similar Schools average:	NDP	82.3%
State average:	78.0%	80.4%



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

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,539,593
Government Provided DET Grants	\$838,222
Government Grants Commonwealth	\$899,667
Government Grants State	\$542,252
Revenue Other	\$30,934
Locally Raised Funds	\$639,945
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$7,490,612</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$222,070
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$222,070</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,486,015
Adjustments	\$45
Books & Publications	\$12,694
Camps/Excursions/Activities	\$71,104
Communication Costs	\$5,682
Consumables	\$197,038
Miscellaneous Expense <sup>3</sup>	\$44,993
Professional Development	\$30,798
Equipment/Maintenance/Hire	\$97,269
Property Services	\$216,673
Salaries & Allowances <sup>4</sup>	\$1,617,124
Support Services	\$1,886
Trading & Fundraising	\$71,995
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$64,302
<b>Total Operating Expenditure</b>	<b>\$6,917,618</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$572,994</b>
<b>Asset Acquisitions</b>	<b>\$70,878</b>

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

**FINANCIAL POSITION AS AT 31 DECEMBER 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,022,563
Official Account	\$638,695
Other Accounts	\$5,601
<b>Total Funds Available</b>	<b>\$1,666,860</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$396,022
Other Recurrent Expenditure	NDA
Provision Accounts	\$52,745
Funds Received in Advance	\$70,318
School Based Programs	\$1,002,853
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$135,000
Capital - Buildings/Grounds < 12 months	\$148,938
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$1,854,000</b>

*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.*