

2022 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).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 21 March 2023 at 02:23 PM by Rodney Mckenzie (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 11 May 2023 at 03:09 PM by Carly O'Brien (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

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

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Cowes Primary School (CPS) is 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 Phillip Island Early Learning Centre (PIELC) which accommodates 4-year-old kinder, 3 year old kinder and long day care. The PIELC 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. The centre was extended in 2021 to accommodate increasing enrolments and rollout of 3YO kinder from 2022. The centre is now licensed to accommodate 178 students making it the largest ELC in Gippsland.

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.

In 2022, the construction of a competition sized gymnasium, music room and multipurpose hall refurbishment was completed. These purpose-built spaces will complement students' experiences in specialist subjects; art, music, digital technologies, LOTE and physical education. The school also has a wellbeing classroom and designated wellbeing teacher to assist students and their families.

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, 23 classroom teachers, two Learning Specialists, Learning Tutors, Literacy Leader, Maths Leaders, Physical Education teacher, Music teacher, Art teacher, LOTE teacher, STEM teacher and fourteen Educational Support staff. The Student Family Occupation [SFO] category was 0.4874 and the Student Family Occupation Education [SFOE] index was 0.4269 2021.

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.

Progress towards strategic goals, student outcomes and student engagement

Learning

Improving student achievement is at the heart of what happens in classrooms daily at Cowes Primary School.

Student achievement data results in 2022 highlight very positive results. Teacher judgments in English and Mathematics were higher than 'similar schools' and 'State' averages. Our 2022 NAPLAN results show the number of students performing in the top 3 bands in Reading and Numeracy at Year 3 and Year 5, in comparison to 'similar schools' and the 'State', is higher.

Our achievement in 2022 highlights the school is progressing well in pursuit of SSP goals that focus on improving student learning growth in literacy and numeracy.

A key improvement driver in 2022 was the Tutor Learning Initiative that provided students with extra targeted support. The school also resourced additional targeted support time for literacy and numeracy within the timetable. The implementation of targeted supports are coordinated and overseen by the School Improvement Team.

The professional learning engaged in by staff in 2022 was rigorous and robust. Building staff knowledge consequently influenced changes in practices. The move away from balanced literacy practices and the adoption of practices that are evidence informed has positively influenced student outcomes.

All students supported by the Program for Students with Disabilities (PSD), those in OOHC and Koori students showed progress in relation to goals contained within their individual education plan.

*In 2023, teachers will continue **working as part of a Professional Learning Team that uses student achievement data to inform planning and science of learning approaches to maximize the effectiveness of instruction.***

Wellbeing

Happy, healthy and resilient students is a high priority at CPS and will continue to remain a focus in 2023. The 2022 Attitudes to School Survey results (Years 4, 5, & 6) indicated that CPS is continuing to maintain an environment where students feel 'positive' about inclusion, stimulating learning, resilience, classroom behaviour and motivation.

DET engagement evaluation data highlights:

- 95% (93.2% in 2021) of our students felt connected to school in comparison to 'similar schools' (79.5) and State (78.1%)
- 97.5% (97% in 2021) of students responded positively to our schools approach to 'managing bullying' in comparison to 'similar schools' (79.4%) and State (75.8%)

Our school has 'high expectations for success' and it is therefore pleasing that 99% of students positively agree in comparison to 'similar schools' and State (94%). Literature on motivation and school performance in younger school children suggests that expectations shape the learning experience very powerfully. For example, studies in psychology literature have found that merely stating an expectation results in enhanced performance, that higher expectations result in higher performance, and that persons with high expectations perform at a higher level than those with low expectations, even though their measured abilities are equal.

Cowes Primary School employs a full-time wellbeing teacher who supports students across the school and also provides a resource for staff. Our achievements in 2022 highlight the school is progressing well in pursuit of our SSP goal that focuses on 'engagement in learning'. The data also highlights that we 'effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable' which was a KIS in our AIP.

Engagement

Absence data highlights that students missed an average of 25.7 days in 2022 in comparison to 16.5 days in 2021. The average number of absence days (25.7) is significantly higher than previous years and slightly higher than like schools (23.7).

There is no question COVID-19 **quarantine requirements (5 days) and family holidays** had a significant impact on attendance trends for 2022. **The school resourced a designated wellbeing team in 2022 to identify and support students with high absenteeism. This is particularly important given 26% of students missed 30+ days of school. The team was able to regularly review data to identify reasons for absence and put in place strategies to support those who were absent without a plausible reason.**

Other highlights from the school year

Highlights for 2022 included:

- Strong academic & wellbeing outcomes
- New gym and specialist learning spaces delivered
- Colour Explosion Run
- Breakfast Club
- Employing a wellbeing teacher who supports students across the school, delivers targeted Tier 2 interventions and also provides a resource for staff
- DET Positive Start initiative provided lots of great opportunities for students
- Prep Buddy Program

Financial performance

Cowes Primary School ended 2022 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. Kindergarten fees for 2022 were paid by the State government due to the pandemic. Staffing shortages and the need to engage replacements, along with changes in the kindergarten EBA increased overall staff costs for the year.

Cowes Primary School received \$180,804 for the Tutor learning Initiative (TLI) and \$262,297 in equity funding. A portion of the equity funding received was used to cover staff delivering the TLI and our wellbeing teacher.

The Colour Explosion Run generated a profit of \$25,783 and these funds have been directed to the purchasing of books for **school resourcing**.

The gym development **concluded in April 2022** along the with refurbishment on the multi-purpose hall. **The project came in underbudget and the expenditure of residual funds for additional school improvements is being worked through with the Victorian School Building Authority.**

The school was successful in obtaining several Sporting Schools Grants to support physical activity and skill acquisition.

Moving into 2023, funds will be allocated to support the school's strategic direction and maximise the educational experiences and outcomes of students. The allocation of funds will take into account major developments like the gymnasium, multipurpose hall refurbishment and library.

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 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 521 students were enrolled at this school in 2022, 242 female and 279 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).

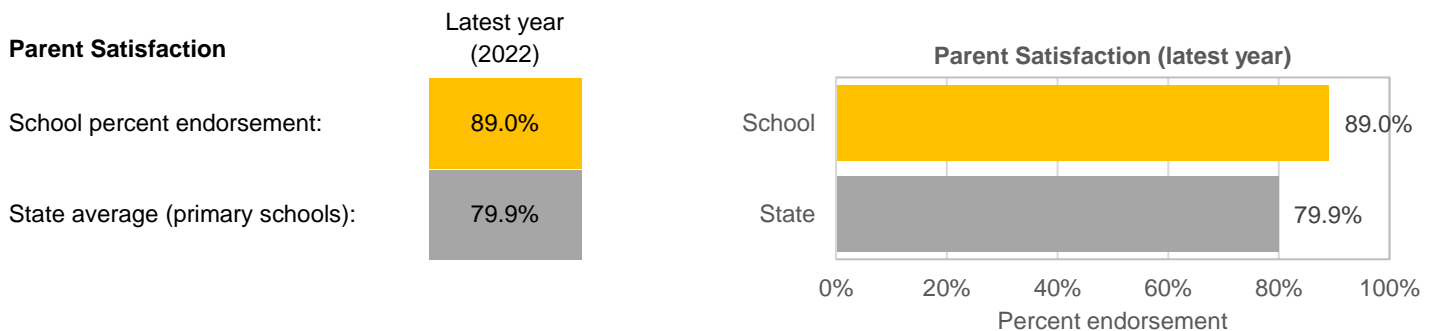
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

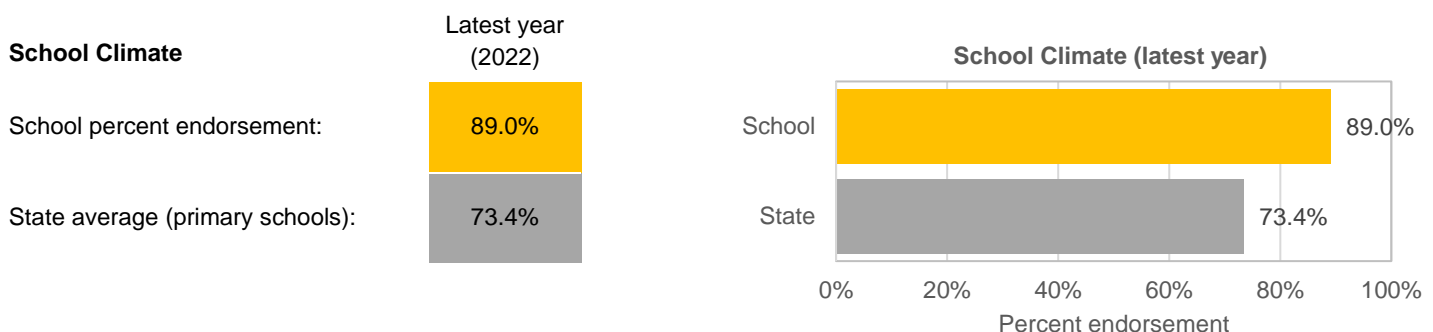


School Staff Survey

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.



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

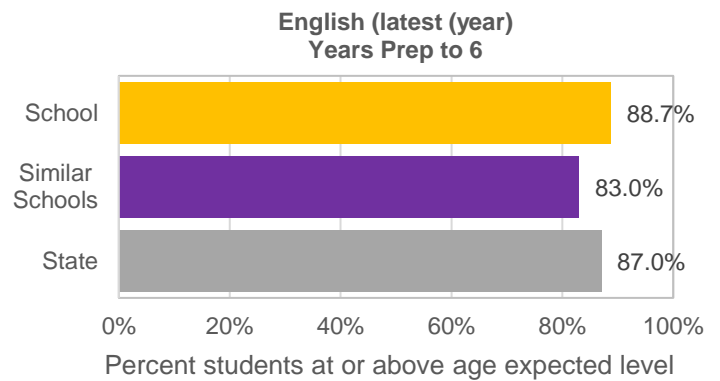
88.7%

Similar Schools average:

83.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

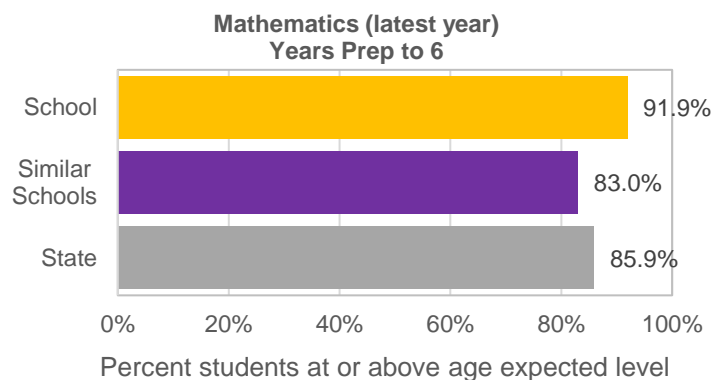
91.9%

Similar Schools average:

83.0%

State average:

85.9%



LEARNING (continued)

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

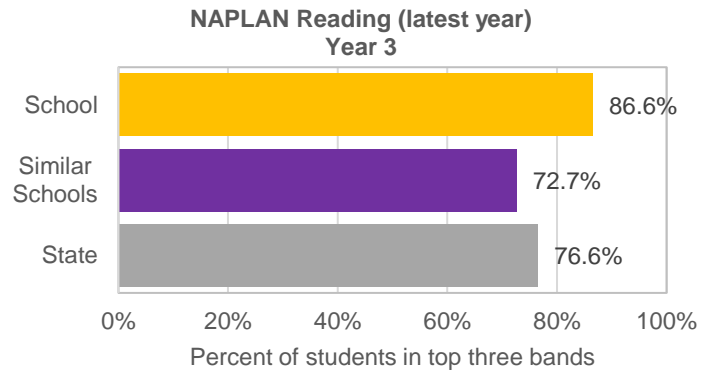
NAPLAN

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

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

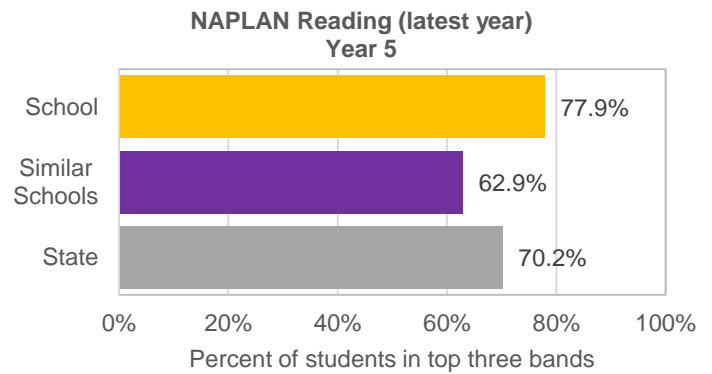
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.6%	82.8%
Similar Schools average:	72.7%	72.9%
State average:	76.6%	76.6%



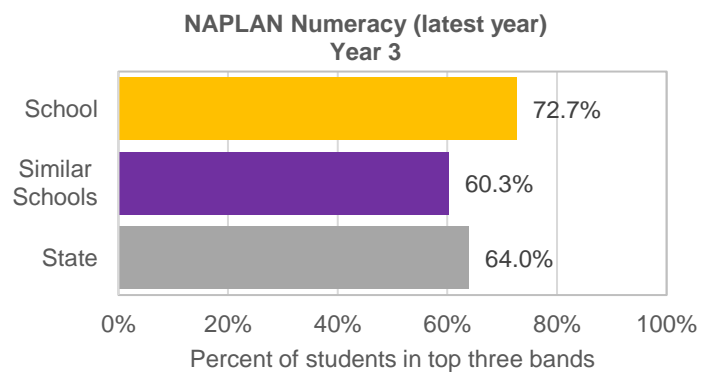
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.9%	77.1%
Similar Schools average:	62.9%	63.9%
State average:	70.2%	69.5%



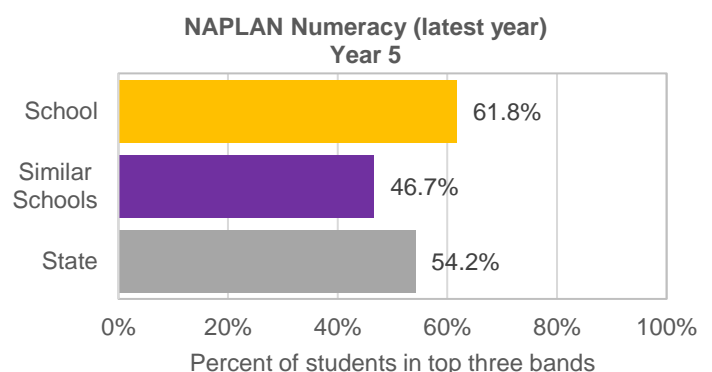
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.7%	74.8%
Similar Schools average:	60.3%	62.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.8%	65.4%
Similar Schools average:	46.7%	52.1%
State average:	54.2%	58.8%



WELLBEING

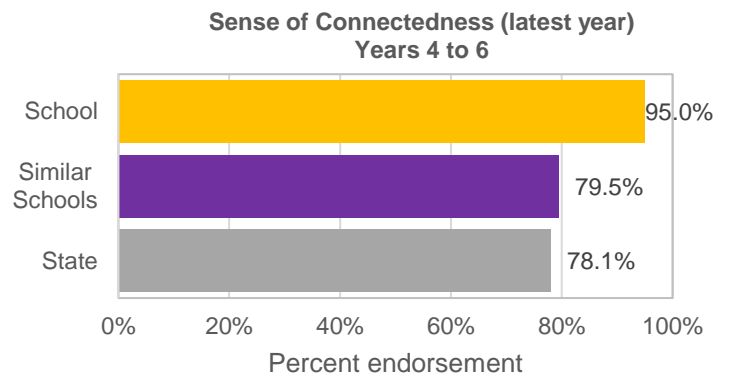
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	95.0%	93.6%
Similar Schools average:	79.5%	79.4%
State average:	78.1%	79.5%

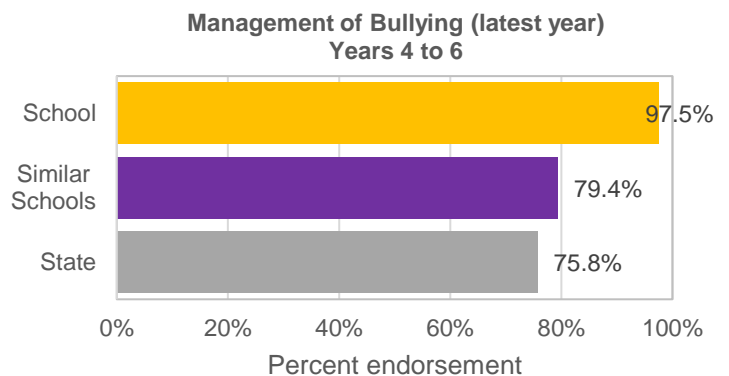


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	97.5%	96.5%
Similar Schools average:	79.4%	79.9%
State average:	75.8%	78.3%



ENGAGEMENT

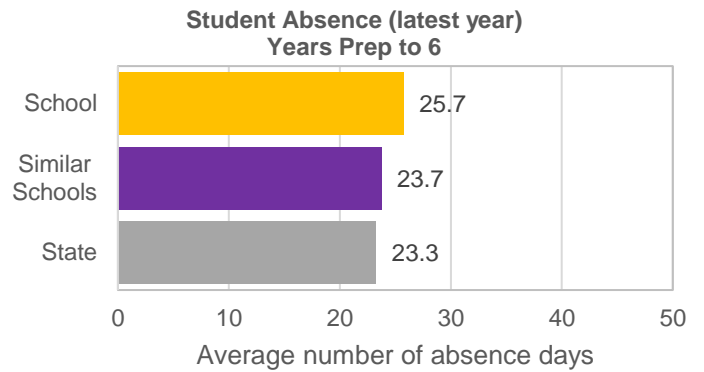
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	25.7	17.8
Similar Schools average:	23.7	18.0
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	86%	87%	88%	88%	87%	86%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,896,181
Government Provided DET Grants	\$532,678
Government Grants Commonwealth	\$785,818
Government Grants State	\$900,609
Revenue Other	\$93,759
Locally Raised Funds	\$784,804
Capital Grants	\$0
Total Operating Revenue	\$7,993,849

Equity ¹	Actual
Equity (Social Disadvantage)	\$262,297
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$262,297

Expenditure	Actual
Student Resource Package ²	\$4,929,795
Adjustments	(\$21,034)
Books & Publications	\$13,704
Camps/Excursions/Activities	\$118,493
Communication Costs	\$3,799
Consumables	\$241,611
Miscellaneous Expense ³	\$105,910
Professional Development	\$66,132
Equipment/Maintenance/Hire	\$167,737
Property Services	\$229,904
Salaries & Allowances ⁴	\$2,209,577
Support Services	\$13,843
Trading & Fundraising	\$122,623
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$4,482
Utilities	\$77,707
Total Operating Expenditure	\$8,284,283
Net Operating Surplus/-Deficit	(\$290,434)
Asset Acquisitions	\$30,361

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$1,180,836
Official Account	\$1,412,898
Other Accounts	\$5,603
Total Funds Available	\$2,599,336

Financial Commitments	Actual
Operating Reserve	\$559,523
Other Recurrent Expenditure	(\$1,112)
Provision Accounts	\$139,381
Funds Received in Advance	\$30,273
School Based Programs	\$485,663
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$76,000
Asset/Equipment Replacement < 12 months	\$67,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$56,300
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,413,028

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.