

2018 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 Regulation 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 2018 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 13 March 2019 at 01:08 PM by Rodney Mckenzie
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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.

To be attested by School Council President

Cowes Primary School (1282)

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. It is a vibrant, "happening" school, where parents and staff work together to support students with their learning and a wide range of extracurricular activities. 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 4yo Kinder, 3yo Kinder, and long day-care. The ability of our setting to provide a seamless educational experience from Birth to 12 years means learning success is maximised and this success is highlighted in our data.

Cowes Primary School offers its 575 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, Rock & Water room and Music room. All students have access to digital technologies in their classrooms. The school Wellbeing Officer assisted 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, 26 classroom teachers, two Literacy Specialists, two Physical Education teachers, Music teacher, Art teacher, LOTE teacher, STEM teacher, two Primary Maths Specialists and thirteen educational support staff.

Framework for Improving Student Outcomes (FISO)

In 2018 Cowes Primary School had a focus on:

- Building practice excellence
 - KIS Develop and implement high impact teaching strategies (HITS) across all classrooms.
 - KIS Ensure continuity and consistency to maintain growth for all students by all teachers following the Literacy Curriculum Overview.
 - KIS Strengthen teacher content knowledge and allow for transfer in skills of STEM to be utilised in the classroom.
- Curriculum planning & assessment
 - KIS Embed practice of collective responsibility and rigorous processes for monitoring and minimising student absence.
 - KIS Increase tier 2 SWPBS interventions to foster social and emotional development.

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 attitude towards learning and belief in themselves, regardless of their circumstances.

CPS engaged in a School Improvement Partnership in 2018 with Leongatha PS. As the Lead school we were able to support the Partner school by applying our experience and expertise to work side-by-side and strengthen the FISO domains of Excellence in Teaching & Learning and Professional Learning. The work of the SIP was shaped by the needs of the Partner school and used the Framework for Improving Student Outcomes (FISO) Improvement Cycle as an inquiry methodology.

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

Achievement

Cowes Primary School (1282)

Improving student achievement is at the heart of what happens in classrooms daily at CPS.

CPS is recognised as a high-performing school as evidenced by our selection to lead a School Improvement Partnership, presenting at the South Eastern Victoria and North Western Victoria Regional Leadership Conferences and achieving strong NAPLAN results.

Similar schools - this benchmark is to compare our school's results with schools that are similar to it in terms of student disadvantage (using SFOE index), size (using enrolments), cultural diversity (using EAL eligibility) and remoteness (using the ARIA index).

The National Assessment (NAPLAN) 2018 data places our Year 3 students higher than 'similar schools' in all areas. In 2018, we had 49% of students at Year 3 in the top two bands for numeracy compared to 'similar schools' 37% and the 'state' 45%. We had 68% of students at Year 3 in the top two bands for reading compared to 'similar schools' 51% and the state 57%. Writing 49% of students of Year 3 students were in the top two bands compared to 'similar schools' 46% and the state 51%.

Our Year 5 students were higher 'similar schools' in all areas.

NAPLAN four-year trend data for Year 3 (top two bands):
Numeracy - Cowes Primary School 53% and similar schools 37%.
Reading – Cowes Primary School 65% and similar schools 48%.
Writing – Cowes Primary School 55% and similar school 48%.

NAPLAN four-year trend data for Year 5 (top two bands):
Numeracy - Cowes Primary School 41% and similar schools 23%.
Reading – Cowes Primary School 48% and similar schools 33%.
Writing – Cowes Primary School 17% and similar school 13%.

Relative Growth between 2016-2018 is pleasing and shows we are performing better than 'similar schools' in relation to 'high gain': numeracy 30% and reading 26%.

All students supported by the Program for Students with a Disabilities (PSD) showed progress at a satisfactory or above level in achieving their individual goals.

In 2019, teachers will continue to use evidence of student achievement (what students can make, say, write and do) to plan each student's next level of learning.

Engagement

Our attendance data improved from 17.22 days (2016), 17.10 days (2017) to 16.3 days (2018) average per student. We will continue to focus on attendance moving forward as 'everyday counts' and we know good attendance maximises educational outcomes.

Happy, healthy and resilient students is a high priority at CPS and will continue to remain a focus in 2019. The 2018 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:

- 89% of our student felt connected to school
- 91% of staff were positive about the school climate
- 97% of parents were satisfied with the school overall

It is incredibly pleasing to know that 98% of students believe our school has 'high expectations for success'. Literature on motivation and school performance in younger school children suggests that expectations shape the

Cowes Primary School (1282)

learning experience very powerfully. For example, classic studies in the 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.

As a school, we are incredibly proud of our achievements and will work to increase our already high performance.

Wellbeing

Student Wellbeing is a major focus at CPS as demonstrated by the continued employment of our School Wellbeing Officer and our implementation of the School Wide Positive Behaviour framework. The framework is underpinned by four core values: be safe, be resilient, be respectful and be a learner. These values are taught in association with fortnightly social skills. An acknowledgment system is also in place to recognise students who display desirable behaviours relating to our values.

Student behaviour management processes are procedurally fair, consistently applied, monitored and reviewed for effectiveness. The implementation of a thorough process, where all incidents are reported and tracked has helped monitor repeated behaviours and behavioural trends within the school.

In order to successfully transition from Kindergarten to school, several transition sessions were conducted. To prepare students for secondary school, parent information sessions are conducted providing detailed information about the process involved when transitioning from year 6 to year 7.

Financial performance and position

Cowes Primary School completed 2018 in a financially sound position with \$1,487,365 being carried forward to the new year. A large portion of the funds carried forward relate to the Early Learning Centre and will be directed towards expansion works to cater for the increased demand.

Wages, Consumables and Property and Equipment Services are major expense areas for the school. Consumables include curriculum items such as materials supplied for student use in the classroom (includes stationery, paint, foodstuffs for cooking and any other items supplied for use by student in classroom activities), as well as sets of textbooks and other educational items supplied for use by students in classroom activities. It also includes non-curriculum consumables such as requisites, stationery and items used for administrative or non-curriculum purposes (including notices, newsletters and teacher reference materials).

Locally raised funds include revenue generated by the PIELC. The locally raised funds specific to the primary school include revenue generated from fundraising (Fete, Mother's Day & Father's Day stall, and barbecues), trading operations (canteen and uniform), donations, sale of classroom materials and voluntary contributions. The Fete proceeds from 2018 supported the development and resourcing of play spaces.

For more detailed information regarding our school please visit our website at
<http://www.cowesps.vic.edu.au/>

Performance Summary

The Government School Performance Summary 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.

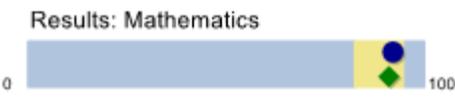
Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 579 students were enrolled at this school in 2018, 258 female and 321 male.</p> <p>2 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Higher</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>58%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>56%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>61%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>49%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>48%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	58%	19%	Numeracy	19%	56%	25%	Writing	14%	61%	25%	Spelling	18%	49%	33%	Grammar and Punctuation	19%	48%	33%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="545 913 1032 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>93 %</td> <td>92 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	92 %	91 %	93 %	92 %	90 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	 Similar  Lower
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	92 %	91 %	93 %	92 %	90 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,485,350	High Yield Investment Account	\$500,034
Government Provided DET Grants	\$1,007,801	Official Account	\$633,492
Government Grants Commonwealth	\$603,385	Other Accounts	\$353,839
Government Grants State	\$136,646	Total Funds Available	\$1,487,365
Revenue Other	\$34,378		
Locally Raised Funds	\$1,017,501		
Total Operating Revenue	\$7,285,061		
Equity¹			
Equity (Social Disadvantage)	\$202,870		
Equity Total	\$202,870		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,504,691	Operating Reserve	\$397,603
Books & Publications	\$2,571	Other Recurrent Expenditure	\$3,930
Communication Costs	\$5,031	Provision Accounts	\$52,745
Consumables	\$189,349	Funds Received in Advance	\$60,128
Miscellaneous Expense ³	\$186,759	School Based Programs	\$441,000
Professional Development	\$29,160	Capital - Buildings/Grounds < 12 months	\$500,000
Property and Equipment Services	\$278,190	Total Financial Commitments	\$1,455,406
Salaries & Allowances ⁴	\$1,562,073		
Trading & Fundraising	\$112,379		
Utilities	\$68,091		
Total Operating Expenditure	\$6,938,295		
Net Operating Surplus/-Deficit	\$346,766		
Asset Acquisitions	\$22,633		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 04 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

What does the *About Our School* section refer to?

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

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.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

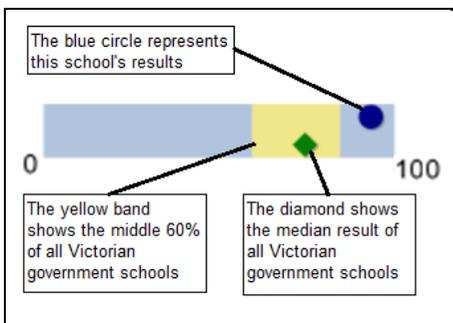
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

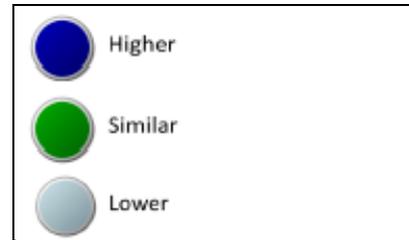


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').