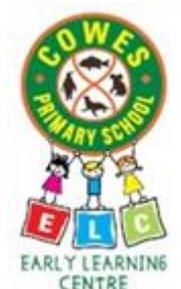


2019 Annual Report to The School Community



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 2019 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 10 March 2020 at 04:08 PM by Rodney Mckenzie (Principal)

The 2019 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 14 April 2020 at 02:26 PM by Brendan Cashman (School Council President)

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 and 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.

Cowes Primary School offers its 563 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 Coordinator assists 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, 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.

Cowes Primary School undertook two major building projects in 2019 (Sensory Play Space and Early Learning Centre Extension) and commenced planning for a competition sized gymnasium following the allocation of \$550,000 from the State Government.

Framework for Improving Student Outcomes (FISO)

In 2019, Cowes Primary School had a focus on:

- **Building Practice Excellence**
KIS Develop and implement high impact teaching strategies (HITS) across all classrooms.
KIS Develop the capacity of staff to teach Reading consistently and effectively to maximise learning growth for all students.
- **Curriculum Planning & Assessment**
KIS Embed practice of collective responsibility and rigorous processes for monitoring and minimising student absence.
KIS Implement Respectful Relationships.

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.

In 2019, we continued embedding our whole school approaches to the curriculum areas of literacy and numeracy. The school continued its participation in the DET Primary Mathematics Initiative where two staff members were released from their normal classroom duties (FTE 0.5) to develop curriculum, coach staff and engage in a community of practice (COP) with neighbouring schools. The school also reviewed and refined its approach to the teaching of reading and to support this work, two staff participated in Leading Literacy professional development sessions. An additional 12 staff also 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.

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

Achievement

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

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).

Student achievement data results in 2019 highlight very positive results in most areas. Teacher judgments in English and Mathematics were higher than 'similar schools'. Our 2019 NAPLAN results show the number of students performing in the top 2 bands in Year 3, in comparison to 'similar schools' and the 'State', is higher except for reading where we were slightly below 'State'.

The number of students achieving in the top 2 bands for NAPLAN at Year 5 is 'higher' than the State for Reading, Numeracy and Grammar & Punctuation. Our relative growth figures indicate that our growth in Spelling and Grammar & Punctuation is pleasing with 'high gain' in comparison to the 'State'. The lack of 'high gain' in Reading, Mathematics and Writing are areas that were targeted through our FISO improvement initiatives. The focus for the school in 2019 was based around improving practice consistency and setting challenging learning goals for students to support them making greater medium or high gain across the key learning areas.

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

In 2020, 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 as part of a Professional Learning Team.

Engagement

Our absence attendance data has plateaued from 17.10 days (2017), 16.4 days (2018) and 16.5 days average per student in 2019. We will continue to focus on attendance moving forward as 'everyday counts' and we know good attendance maximises educational outcomes. Our efforts to address 'unexplained absences' in 2019 has resulted the number of unexplained days reducing from eight per student in 2018 to 5 days per student in 2019.

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

- 93% of our students felt connected to school (up on 89% in 2018)
- 91.8% of staff were positive about the school climate (91% in 2018)
- 89% of parents felt positive about 'student cognitive engagement' compared to similar schools and the State at 83%.

It is incredibly pleasing to know that 99% (98% in 2018) 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 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.

The Attitudes to School Survey also highlights that 97% feel positive about 'effective teaching time' in their classrooms and 95% feel positive about 'classroom behaviour'.

As a school, we are incredibly proud of our achievements and will work to increase our already high performance in 2020.

Wellbeing

Student Wellbeing is a major focus at Cowes Primary School as demonstrated by the continued employment of our School Wellbeing Coordinator 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.

In 2019, we commenced teaching the Respectful Relationships curriculum where weekly lessons are taught to all students from Prep to Year 6 in an effort to strengthen their social and emotional learning.

Fortnightly wellbeing meetings are held with the Assistant Principal, Student Wellbeing Coordinator and professionals from the DET Student Support Services. At these meetings, students are identified and relevant supports are put in place to aid their progression as learners and individuals.

Breakfast Club is run three times a week to support students who may not have access to such necessities prior to school. We also purchase fruit boxes each week to ensure all students have access to nutritious snacks.

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 are 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 \$1,159,490.30 being carried forward to the new year. A large portion of the funds carried forward relate to the Early Learning Centre. A total of \$576,154 was spent in 2019 on the development of the ELC. This investment will ensure more students are able to access the centre from the commencement of 2020 which will enhance educational opportunities and provide a much needed service for parents wishing to access long day-care.

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 students 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

Enrolment Profile

A total of 566 students were enrolled at this school in 2019, 255 female and 311 male.

3 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Above </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: ◆

Key: Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Above ●</p> <p>Above ●</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>Above ●</p> <p>Above ●</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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>44%</td> <td>38%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>48%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>58%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>43%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>49%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	44%	38%	17%	Numeracy	38%	48%	13%	Writing	28%	58%	14%	Spelling	32%	43%	25%	Grammar and Punctuation	23%	49%	28%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Similar ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>93 %</td> <td>91 %</td> <td>91 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	93 %	91 %	91 %	93 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	93 %	91 %	91 %	93 %	91 %										

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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,515,558	High Yield Investment Account	\$827,685
Government Provided DET Grants	\$647,048	Official Account	\$326,125
Government Grants Commonwealth	\$697,527	Other Accounts	\$5,599
Government Grants State	\$670,196	Total Funds Available	\$1,159,409
Revenue Other	\$96,322		
Locally Raised Funds	\$828,233		
Total Operating Revenue	\$7,454,884		
Equity¹			
Equity (Social Disadvantage)	\$206,350		
Equity Total	\$206,350		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,440,234	Operating Reserve	\$428,043
Books & Publications	\$6,619	Other Recurrent Expenditure	\$6,774
Communication Costs	\$5,906	Provision Accounts	\$52,745
Consumables	\$198,231	Funds Received in Advance	\$60,128
Miscellaneous Expense ³	\$222,894	School Based Programs	\$128,665
Professional Development	\$42,183	Capital - Buildings/Grounds < 12 months	\$302,623
Property and Equipment Services	\$384,502	Total Financial Commitments	\$978,979
Salaries & Allowances ⁴	\$1,634,725		
Trading & Fundraising	\$103,819		
Travel & Subsistence	\$391		
Utilities	\$71,399		
Total Operating Expenditure	\$7,110,905		
Net Operating Surplus/-Deficit	\$343,980		
Asset Acquisitions	\$614,037		

(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 26 February 2020 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').