

2015 Annual Report to the School Community

Cowes Primary School

School Number: 1282



Name of School Principal: Sue Becker

Name of School Council President: Terry Robinson

Date of Endorsement: 18/04/2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Cowes Primary School is committed to excellence and providing highly effective, innovative programs to equip children of all abilities with the values, skills and knowledge to reach their full potential; extending and supporting them in their endeavors to become creative and productive members of a new global community.

The school is located 140 kilometers south east of Melbourne in the township of Cowes on Phillip Island which is part of the SEVR Region. The school is seen as a vital and integral part of the local community.

Over recent years the school has experienced continual growth and in 2015 our enrolment exceeded 530 students. Cowes Primary School provides a safe, supportive and caring learning environment that nurtures the academic, emotional, physical and social growth of each student and staff member.

In March of 2014, the school took over the management of the Phillip Island Early Learning Centre which has enabled us to provide a seamless transition for students moving from the early childhood to the school setting. It has also allowed staff from both settings to strengthen their collaboration and further enrich the educational outcomes of students. The Centre has continued to grow, we now offer four dedicated Kindergarten programs and Long Day Care from 6 weeks of age to 5 years old. We have 188 children enrolled at the Centre. The Maternal Health Nurse also operates from our centre.

The school has a strong focus on sustainability and is an accredited Sun Smart and Asthma Friendly School. The surroundings include a two-hectare native sanctuary, extensive play equipment, attractive and well developed playing areas and attractive covered passive areas in addition to the gymnasium, canteen, art room, tennis courts, swimming pool and vegetable garden.

Parents are encouraged to share in a partnership with a focus on developing positive educational outcomes for their children. Our outstanding workforce is comprised of the Principal, Assistant Principal, 22 Classroom Teachers, six specialist teachers (Japanese, Sport, Library, Art, Music and a fulltime Welfare Officer), three ES Office Staff and 8 part-time Education Support staff.

Achievement

Cowes Primary is proud of its achievements in student learning whilst striving for continuous improvement. Teacher assessment of English is 'higher' and Mathematics 'similar' against the Victorian Essential Learning Standards to schools with like characteristics. NAPLAN data in Literacy and Numeracy at Year 3 and Year 5 was '**higher**' than like schools across the state. This is an achievement which is worthy of celebration.

The relative growth students have achieved across time (NAPLAN Learning Gain Year 3 – Year 5) as they advance from Year 3 to Year 5 also highlights significant growth, which reflects the teachers are identifying and catering for the learning needs of each student.

To ensure further improvement, we have continued to utilise a collaborative planning approach and provide opportunities for staff to engage in regular class observation, shadowing and feedback sessions.

There will be continued use of assessment and diagnostic tools to assist teachers to identify the learning needs of each student in order to personalise learning at each student's point of need. The school will also continue to provide timely and targeted professional development for staff and timely intervention for students. The school will maintain a focus on the use of ICT for teaching and engagement of students.

All students funded under the Program for Students with Disabilities showed progress in achieving their individual goals.

Engagement

Our overall student attendance is 'lower' than schools with like characteristics. This is largely due to Cowes Primary School being situated in one of the State's top tourist destinations. Many of our parents earn a living from the tourist trade hence they take their annual holidays during the school term.

The Students' *Attitudes to School Survey* indicate that our Year 5 and 6 children are highly engaged and have a strong sense of belonging and connectedness to school. The four year average (2012-2015) highlights that our students *Attitudes to School* are '**higher**' than the State median. The data reflects our students' very strong learning confidence and connectedness to peers.

The students' perception of student safety is similar to the median of all Victorian primary schools.

Engaging students in their learning is a major focus at Cowes Primary School. The successful implementation of the 'VCOP Big Write' whole school writing program has provided an approach to instructional practice and an agreed instructional framework that has been positively embraced by both staff and students. Our ongoing commitment to the *School Wide Positive Behaviour* framework and appointment of a School Welfare Officer has complemented our positive school climate.

Teachers work collaboratively in professional learning teams to plan and develop stimulating learning activities in line with the AusVELS documentation. Various data sets are examined by teams to ensure individual student's needs are reflected in planning and curriculum delivery.

In 2016, the school plans to continue with a range of 'clubs', including ICT Club, Lego Club, Environmental Club and Dance Club which interested students can attend. We will continue the delivery of our exciting electives program which includes activities such as fishing, tennis, bowls, cooking, and swimming.

The Junior School Council also provides representation and a student voice throughout the year levels.

Wellbeing

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

We have access to a child psychologist and social worker who visits the school on a weekly basis if the need arises.

Our small F-2 classes continue to enable the children to create positive relationships which nurture successful learning. The Foundation students' Grade 6 buddies assist in further providing a support network for the children across the school.

A Wellbeing Action Team has also been established to implement strategies and identify areas of need to support student wellbeing.

Productivity

The focus of productivity for 2015 was ensuring the effective allocation of financial, physical and human resources to achieve the best outcomes for students.

Our achievements in 2015 included:

The growth of the Phillip Island Early Learning Centre. Timetable review conducted to ensure school and DET requirements were met. A structured shadowing program was implemented to enable staff to observe their colleagues practice as part of our continual aspiration to enhance the professional growth of our staff. LOTE was provided from F-6. Our staff profile was reviewed and recruiting adjustments made to meet school and DET requirements. Installation of a new junior play area. Leadership training was offered to staff in the areas of Literacy, SWPBS and Sustainability. Program budgets reviewed and adjusted annually to meet the needs of school and DET.

We purchased iPads across all grade levels, we now own over 130. We installed interactive TV's and a significant amount of oral literacy resources.

For more detailed information regarding our school please visit our website at
<http://www.cowespsphillipis.vic.gov.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 533 students were enrolled at this school in 2015, 259 female and 274 male. There were 1% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.








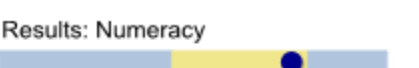
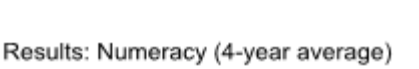







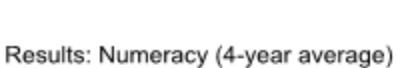




Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

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> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <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>18%</td> <td>50%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>9%</td> <td>44%</td> <td>46%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>43%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>53%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>31%</td> <td>51%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	50%	32%	Numeracy	9%	44%	46%	Writing	33%	43%	24%	Spelling	20%	53%	27%	Grammar and Punctuation	18%	31%	51%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	18%	50%	32%																							
Numeracy	9%	44%	46%																							
Writing	33%	43%	24%																							
Spelling	20%	53%	27%																							
Grammar and Punctuation	18%	31%	51%																							


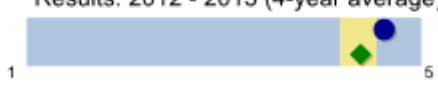



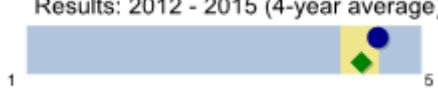


Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" style="width: 100%; border-collapse: collapse; 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>91 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>89 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	92 %	91 %	89 %	91 %	92 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p style="text-align: center;"> Lower</p> <p style="text-align: center;"> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	92 %	91 %	89 %	91 %	92 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

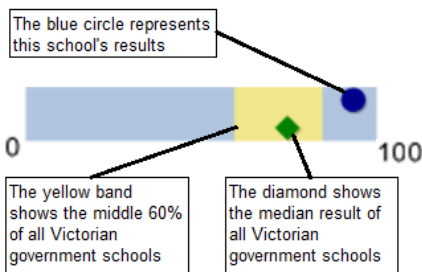
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

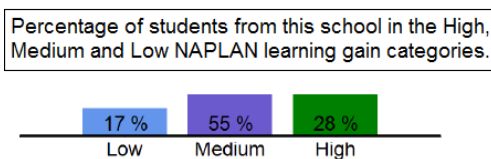
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

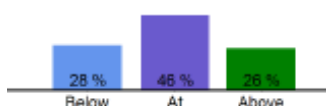


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$3,657,730
Government Provided DET Grants	\$967,094
Government Grants Commonwealth	\$388,338
Revenue Other	\$18,447
Locally Raised Funds	\$892,948
Total Operating Revenue	\$5,924,557

Funds Available	Actual
High Yield Investment Account	\$86,533
Official Account	\$31,548
Other Accounts	\$549,851
Total Funds Available	\$667,932

Expenditure	
Student Resource Package	\$3,545,452
Books & Publications	\$15,422
Communication Costs	\$11,240
Consumables	\$189,476
Miscellaneous Expense	\$252,195
Professional Development	\$60,358
Property and Equipment Services	\$399,943
Salaries & Allowances	\$1,064,575
Trading & Fundraising	\$90,946
Travel & Subsistence	\$907
Utilities	\$59,253
Total Operating Expenditure	\$5,689,767

Financial Commitments	
Operating Reserve	\$80,000
Asset/Equipment Replacement < 12 months	\$12,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$28,677
Revenue Received in Advance	\$2,229
School Based Programs	\$545,026
Total Financial Commitments	\$667,932

Net Operating Surplus/-Deficit **\$234,791**

Asset Acquisitions **\$5,299**

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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

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.

Financial performance and position commentary

The fiscal, operational and technological resources of the school are managed in a way that directly supports teachers and students learning. Cowes Primary School continues to operate efficiently and responsibly within established and audited budgetary processes. Financially 2015 was a successful year for the school; the \$627,613 of funds available encompasses those associated with The Phillip Island Early Learning Centre. The School Fete and Trivia night were the major events contributing to this result, the continued support of the school community in raising these funds is vital to the financial health of the school.