

2022 Annual Report to the School Community

School Name: Cobden Primary School (0864)



- 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 16 March 2023 at 12:18 PM by Jarod Bacon (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 28 March 2023 at 10:51 AM by Sharon Shields (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

Cobden Primary School, established in 1865, is committed to continuous improvement and achieving excellence in teaching and learning at every level. We are striving for high academic achievement across all learning areas. Our school has 18 staff in total. This number is broken into 1 principal class, 12 teachers and 5 educational support staff. We started the 2022 school year with a student enrolment of 163.

We provide quality learning programs in a range of curriculum areas. In 2022 we continued to provide our LOTE program across the school, with Indonesian being implemented from Foundation - Yr 6. We were able to deliver Science across all year levels through provision of a designated Science teacher. We also provided a comprehensive Health and Physical Education program which assists our children with developing healthy lifestyle choices.

Cobden Primary School promotes the importance of Student Health and Wellbeing to equip students with important social and emotional skills such as resilience, courage, looking on the bright side, understanding our emotions, building relationships and the harm bullying can cause. We are also very fortunate to have a student counsellor who works with our students. We are regularly involved in interschool activities such as athletics, swimming and other sporting days. This includes activities and transition days with nearby regional schools and kindergartens.

There is a strong partnership between parents and staff, with a high level of parent participation on school council, as classroom helpers, in fund-raising and social activities.

Care, Respect and Excellence are the core values at Cobden Primary School. Staff and students demonstrate these values on a daily basis.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Cobden Primary School we are striving for high academic achievement across all learning areas. In 2022 Cobden Primary School students continued to demonstrate a high-performance rate in NAPLAN. The following results demonstrate the percentage of students in the Top 2 Bands.

NAPLAN results 2022: Percentage of Top 2 Bands

Year 3

Reading- 80%; Writing- 70%; Spelling- 45%; Numeracy- 45%; Grammar/Punctuation- 70%

Year 5

Reading- 48%; Writing- 14%; Spelling- 38%; Numeracy- 14%; Grammar/Punctuation- 19%

In 2022, students have continued to perform higher than that of all government schools in all areas of teacher judgments.

Teacher Judgments Semester 2 2022: P-6 At or above Expected Levels

English:

Reading: Cobden PS- 93%; Similar Schools 82%; State 87%

Speaking & Listening: Cobden PS- 97%; Similar Schools 90%; State 92%

Writing: Cobden PS- 92%; Similar Schools 77%; State 82%

Mathematics:

Measurement & Geometry: Cobden PS- 91%; Similar Schools 83%; State 86%

Number & Algebra: Cobden PS- 92%; Similar Schools 83%; State 86%

Statistics & Probability: Cobden PS- 90%; Similar Schools 83%; State 86%

In 2022 we had five students attend our school who were funded under the program for Students with Disabilities. Each of those students achieved goals identified for them through ongoing Student Support Group Meetings. These meetings were held each term and there were long term plans in place for them. We also have a number of other students who do not qualify for PSD funding and

their individual needs were addressed through Individual Education Plans, Language Support from P-6 and small group interventions.

Wellbeing

In 2022, Cobden Primary School continued to have a large focus on student wellbeing as outlined in our Annual Implementation Plan.

As shown in the attitude to school's survey in 2022, Cobden Primary School had above average results for differentiated learning challenge with 94% compared to 84% for the state. Results from the 2022 survey also demonstrated positive school endorsement with 95% of students reporting a strong sense of inclusion at Cobden Primary School.

Wellbeing programs have continued to be a strength at our school. The Year 3-6 program, the physical layout and the organisation of teaching spaces promotes students to take responsibility for their learning and manage themselves and their work expectations. Our student counsellor continued to provide social and emotional support through student and parent programs. Our student leadership roles included School Captains, Junior School Council and House Leaders.

Late in 2022 staff completed training around the School Wide Positive Behaviour Framework (SWPB) and The Resilience Project. These will both be implemented throughout the school moving into 2023 and have a strong link to student wellbeing.

Engagement

Cobden Primary School has continued to develop a strong culture of engaging students in school through connecting to the lives of our students and their interests.

A key measure of Student Engagement is student attendance. Our average attendance rate from P-6 in 2022 was within the similar range to like schools and our absences were slightly above the state average. Our 2 year attendance average was similar to that of comparative schools. Common reasons for school non attendance were student illness and extended family holidays.

P-6 Average Absence Days - 2020-2022

Cobden PS- 17.4; Similar Schools- 18.9; State- 17.2

P-6 % of students with 20+ absence days 2020-2022

Cobden PS- 30%; Similar Schools- 31%; State- 28%

Attendance Rate- 2022 By Year Level

F- 88%; Yr 1- 89%; Yr 2- 90%; Yr 3- 90%; Yr 4- 88%; Yr 5- 88%; Yr 6- 88%

We continued to closely monitor attendance rates throughout 2022. The importance of regular school attendance was highlighted regularly in our school newsletters, Compass posts and at our whole school assemblies. Unexplained absences were followed up in accordance with D.E.T guidelines 'School Attendance – Every Day Counts.'

Across the school, teachers monitored student absences and reported students who appeared not to be engaging to the principal. The parents of those students were contacted by the principal and in some cases referred to D.E.T and other support services. Cobden Primary School continues to support students and families to ensure that each student attends every day.

Financial performance

At the end of 2022 Cobden Primary School carried forward \$261,608.13 in cash and had a Student Resource Package (SRP) surplus of \$126,025.00

At the completion of 2022 funds available were:

\$247,172.16 - High Yield Westpac

\$14,435.97 - Official Account

In 2022, Cobden Primary School's total financial commitments totalled \$261,608

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.

In 2022 we received our Outside School Hours Care (OSHC) 2023 grant, to the value of \$75,000.00

Other sources of funding received included.

Equity funding \$130,412.00

Shade sail funding \$23,840.00

Planned maintenance funding \$15,000.00

Overall Cobden Primary School is in a very good position financially.

For more detailed information regarding our school please visit our website at
<https://www.cobdenps.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 163 students were enrolled at this school in 2022, 77 female and 86 male.

NDP percent of students had English as an additional language and 6 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).

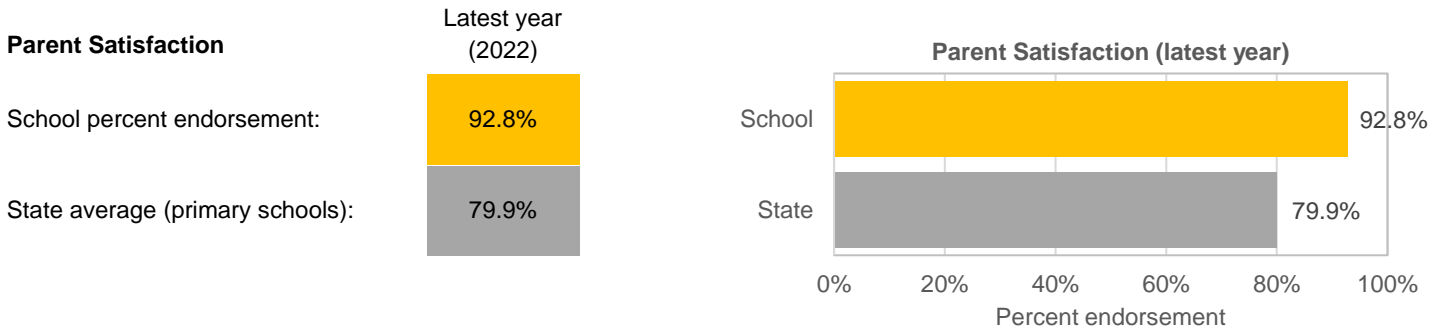
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

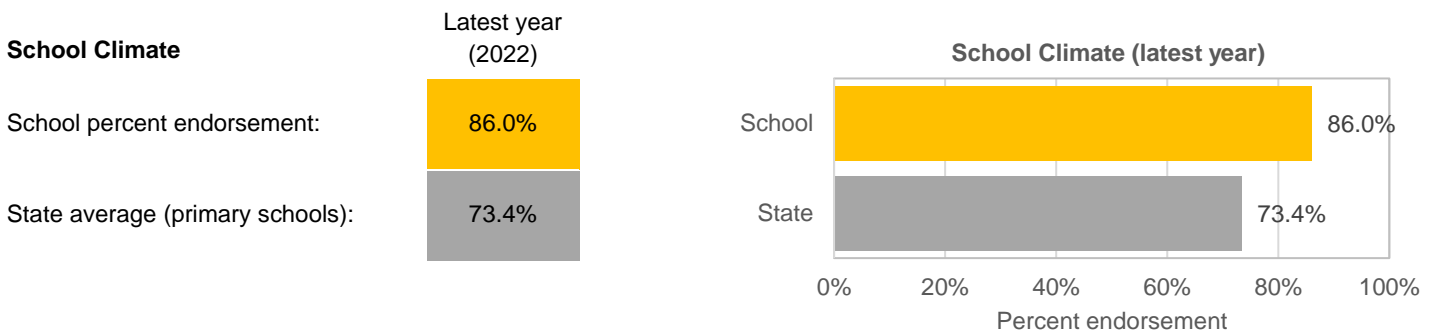


School Staff Survey

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:

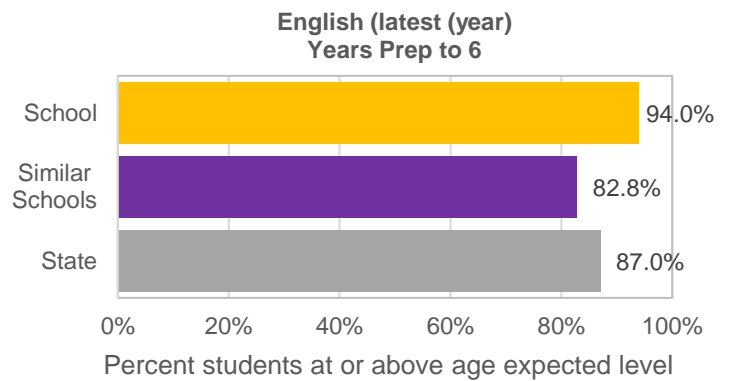
94.0%

Similar Schools average:

82.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

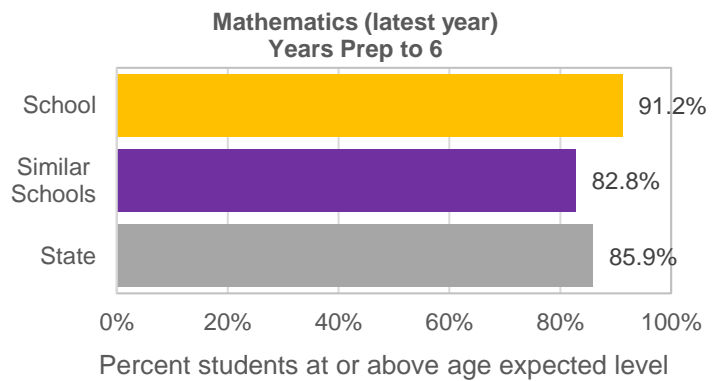
91.2%

Similar Schools average:

82.8%

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.

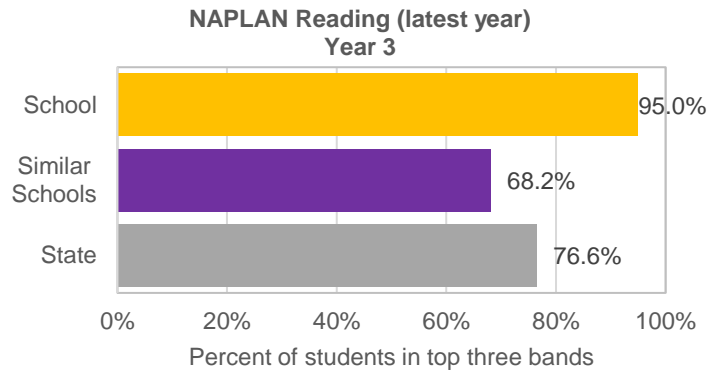
NAPLAN

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.

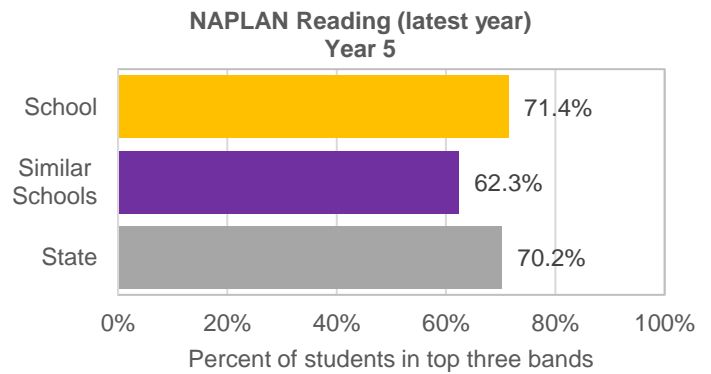
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	95.0%	95.8%
Similar Schools average:	68.2%	69.8%
State average:	76.6%	76.6%



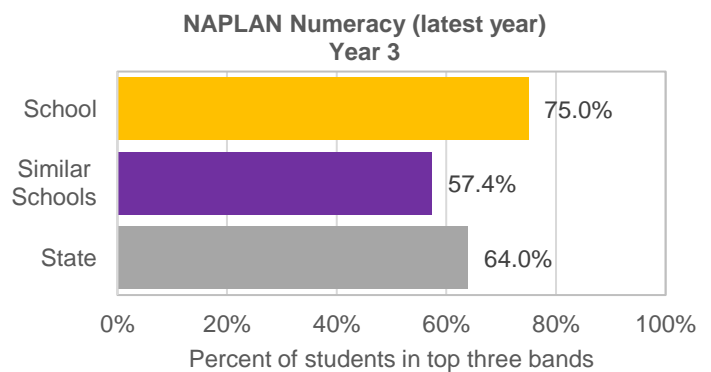
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.4%	86.4%
Similar Schools average:	62.3%	62.4%
State average:	70.2%	69.5%



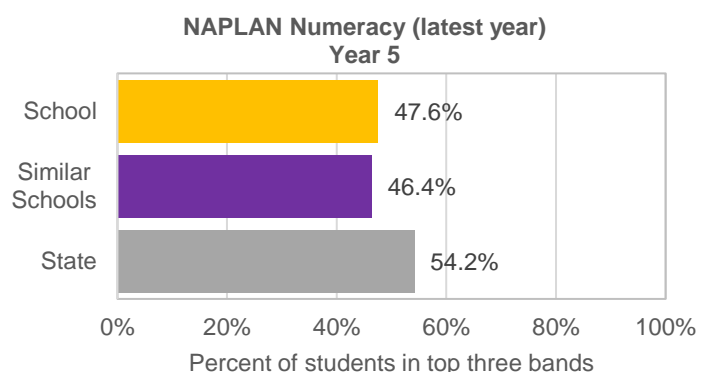
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	88.7%
Similar Schools average:	57.4%	61.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.6%	75.0%
Similar Schools average:	46.4%	51.2%
State average:	54.2%	58.8%



WELLBEING

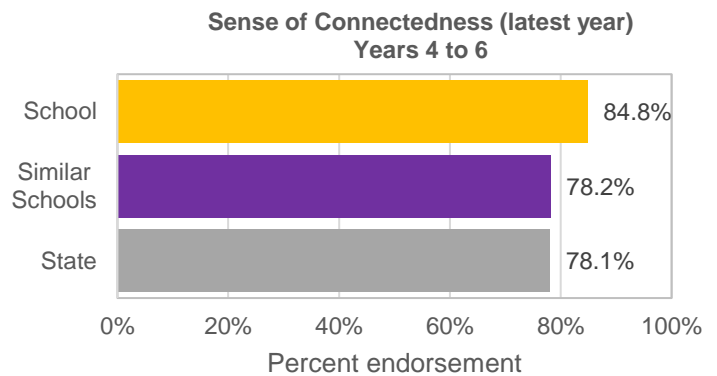
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	84.8%	80.7%
Similar Schools average:	78.2%	78.5%
State average:	78.1%	79.5%

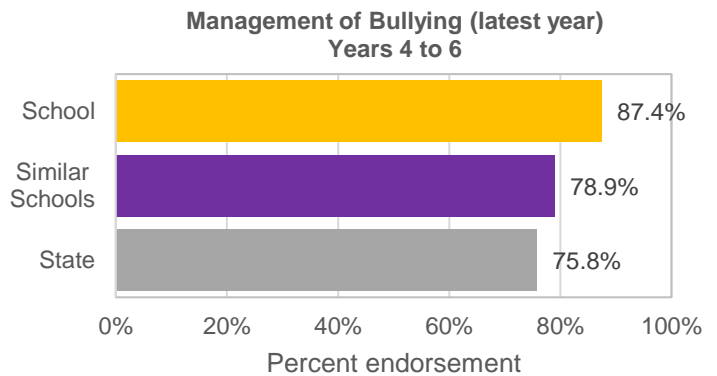


Student Attitudes to School – Management of Bullying

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:	87.4%	84.3%
Similar Schools average:	78.9%	79.5%
State average:	75.8%	78.3%



ENGAGEMENT

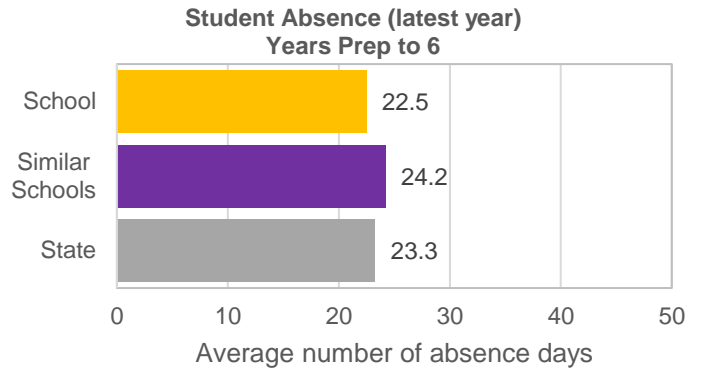
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.5	17.3
Similar Schools average:	24.2	18.2
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):	88%	89%	90%	90%	88%	88%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,625,563
Government Provided DET Grants	\$418,903
Government Grants Commonwealth	\$75,000
Government Grants State	\$0
Revenue Other	\$17,469
Locally Raised Funds	\$69,861
Capital Grants	\$0
Total Operating Revenue	\$2,206,796

Equity ¹	Actual
Equity (Social Disadvantage)	\$130,412
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$130,412

Expenditure	Actual
Student Resource Package ²	\$1,499,539
Adjustments	\$0
Books & Publications	\$882
Camps/Excursions/Activities	\$46,354
Communication Costs	\$2,452
Consumables	\$41,029
Miscellaneous Expense ³	\$9,873
Professional Development	\$8,535
Equipment/Maintenance/Hire	\$37,516
Property Services	\$82,843
Salaries & Allowances ⁴	\$114,263
Support Services	\$115,696
Trading & Fundraising	\$14,885
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,804
Total Operating Expenditure	\$1,995,670
Net Operating Surplus/-Deficit	\$211,126
Asset Acquisitions	\$23,840

- (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	\$247,172
Official Account	\$14,436
Other Accounts	\$0
Total Funds Available	\$261,608

Financial Commitments	Actual
Operating Reserve	\$76,240
Other Recurrent Expenditure	\$16,223
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$80,845
Beneficiary/Memorial Accounts	\$810
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$48,687
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$38,802
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$261,608

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.