

# 2023 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 \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 30 April 2024 at 10:42 AM by Jarod Bacon (Principal)

- This 2023 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 30 April 2024 at 10:49 AM by Sharon Shields (School Council President)

# How to read the Annual Report

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## 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.

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## 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

## 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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## 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 staff consists of seven full time teachers, four part time teachers, four education support staff, a business manager, learning specialist and principal. We started the 2023 school year with a student enrolment of 149 grouped into 7 classrooms.

We provide quality learning programs in a range of curriculum areas. In 2023 we continued to provide a range of specialist classes including LOTE (Indonesian), PE/Health, Science and a semester of Art.

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 two part time student counsellors who work with our students and families.

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. In 2023 there was 100% parent satisfaction as reported in the parent opinion survey. Care, Respect and Excellence are the values at Cobden Primary School. Staff and students demonstrate these values on a daily basis.

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## 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 2023 Cobden Primary School students continued to demonstrate a high-performance rate in NAPLAN results. The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years.

NAPLAN results 2023: School percentage of students in Strong or Exceeding:

Year 3

Reading- 57%; Writing- 81%; Spelling- 52%; Numeracy- 52%; Grammar/Punctuation- 62%

Year 5

Reading- 83%; Writing- 72%; Spelling- 72%; Numeracy- 79%; Grammar/Punctuation- 79%

In 2023, students have continued to perform higher than that of all government schools in all areas of teacher judgments.

Teacher Judgments Semester 2 2023: P-6 At or above Expected Levels

English:

Reading: Cobden PS- 88%; Similar Schools 80%; State 86%

Speaking & Listening: Cobden PS- 95%; Similar Schools 89%; State 92%

Writing: Cobden PS- 83%; Similar Schools 75%; State 81%

Mathematics:

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

Number & Algebra: Cobden PS- 87%; Similar Schools 83%; State 86%

Statistics & Probability: Cobden PS- 89%; Similar Schools 81%; State 86%

In 2023 we had four 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 and small group interventions.

Throughout the year, teachers worked collaboratively to develop an instructional model to strengthen the delivery of a consistent approach to teaching and learning in numeracy. Teachers also revised and developed the numeracy scope and sequence.

## Wellbeing

In 2023, Cobden Primary School continued to have a large focus on student wellbeing as outlined in our Annual Implementation Plan. We used our school mental health funding to implement The Resilience Project. Staff also participated in School Wide Positive Behavior Framework training and created an expected behavior matrix for the 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. In 2023 we employed two part time student counsellors. They continued to provide social and emotional support through individual and group sessions. Our student counsellors also worked with families to link with external support programs when required. We will continue to monitor the impact of these programs through our Attitudes to School survey results in 2024.

## Engagement

Cobden Primary School has continued to focus on student transitions to support student engagement in 2023, both from kindergarten to primary school and from primary school to secondary school. Several transition visits were arranged between the Cobden Kindergarten and the primary school, which enabled the smooth transition to primary school for the majority of our new Foundation students.

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. We continued to promote the importance of attending school everyday in 2023 which provided positive results increasing our attendance rate from 88% in 2022 to 90% in 2023. Common reasons for school non attendance were student illness and extended family holidays.

P-6 Average Absence Days – 4-year average

Cobden PS- 17.6; Similar Schools- 19.5; State- 18.1

P-6 % of students with 20+ absence days 2023

Cobden PS- 30%; Similar Schools- 39%; State- 36%

Attendance Rate- 2023

By Year Level

F- 85%; Yr 1- 91%; Yr 2- 92%; Yr 3- 92%; Yr 4- 92%; Yr 5- 90%; Yr 6- 90%

We continued to closely monitor attendance rates throughout 2023. 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 to 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 2023 Cobden Primary School carried forward \$186,599 in cash and had a Student Resource Package (SRP) surplus of \$254,279

At the completion of 2023 funds available were:

\$169,711 - High Yield Westpac

\$16,887 - Official Account

In 2023, Cobden Primary School's total financial commitments totalled \$216,940

(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 01 Mar 2024 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.

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 2023 we received our Outside School Hours Care (OSHC) 2024 grant in advance, to the value of \$75,000.00

Other sources of funding received included.

Equity funding \$137,409.00

Sporting schools grants \$6,600.00

Outdoor learning space grant \$25,000.00

Student wellbeing boost \$15,000.00

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

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

Draft

# 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 149 students were enrolled at this school in 2023, 71 female and 78 male.

NDP percent of students had English as an additional language and 9 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).

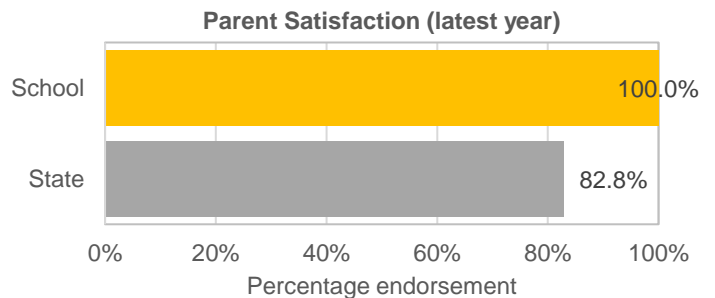
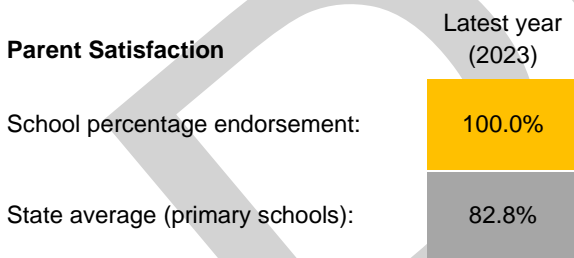
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

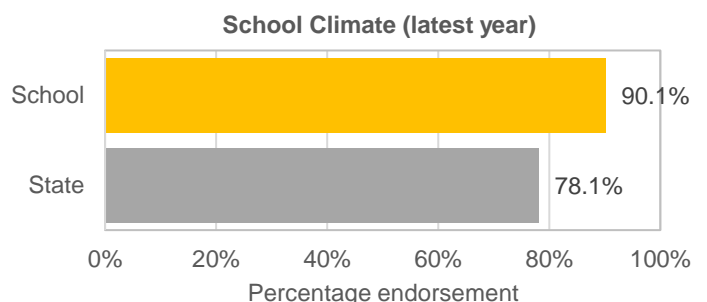
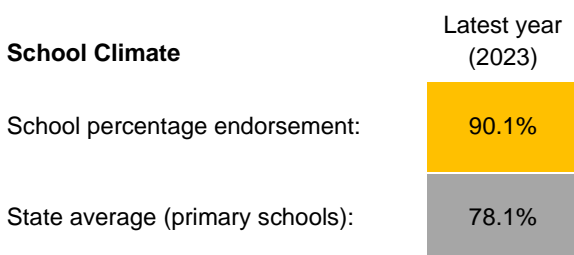


### School Staff Survey

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 against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

88.7%

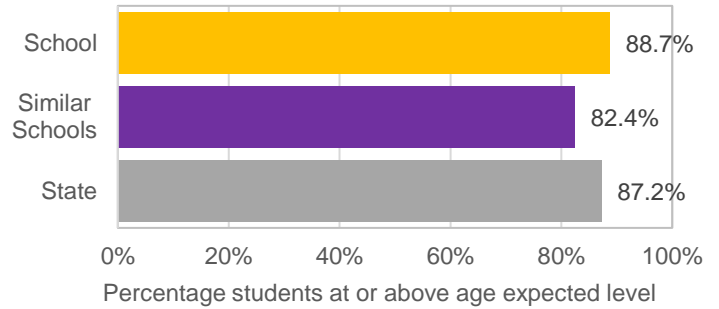
Similar Schools average:

82.4%

State average:

87.2%

#### English (latest year) Years Prep to 6



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

88.8%

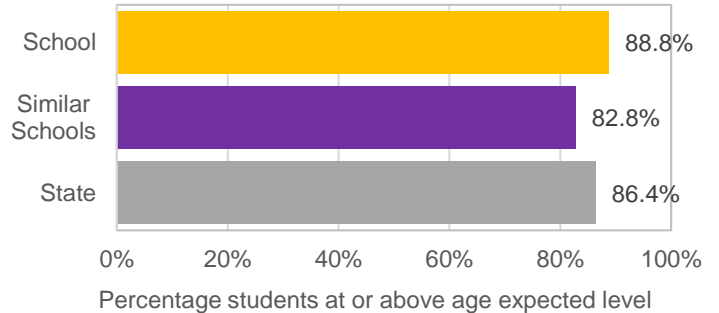
Similar Schools average:

82.8%

State average:

86.4%

#### Mathematics (latest year) Years Prep to 6





**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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading  
Year 3**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

57.1%

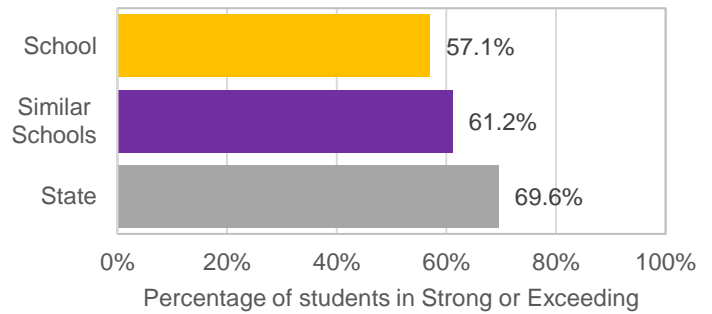
Similar Schools average:

61.2%

State average:

69.6%

**NAPLAN Reading (latest year)  
Year 3**



**Reading  
Year 5**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

82.8%

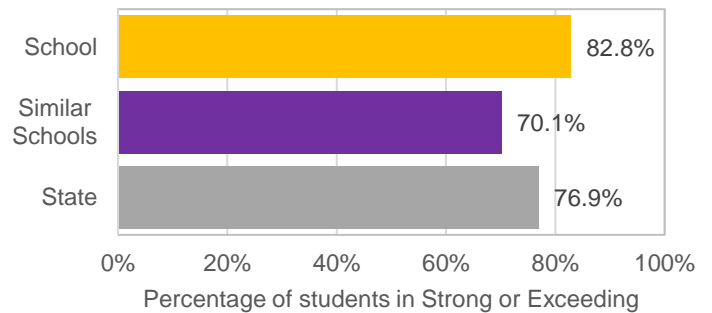
Similar Schools average:

70.1%

State average:

76.9%

**NAPLAN Reading (latest year)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

52.4%

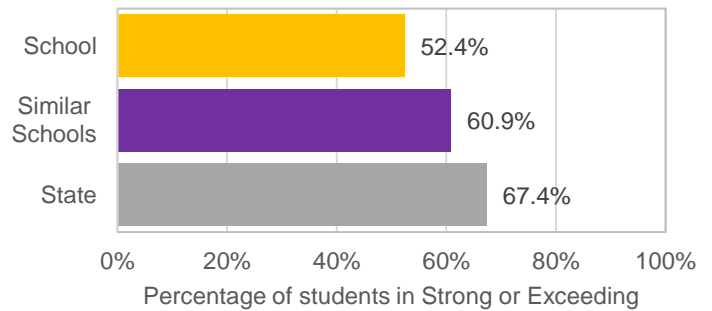
Similar Schools average:

60.9%

State average:

67.4%

**NAPLAN Numeracy (latest year)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

79.3%

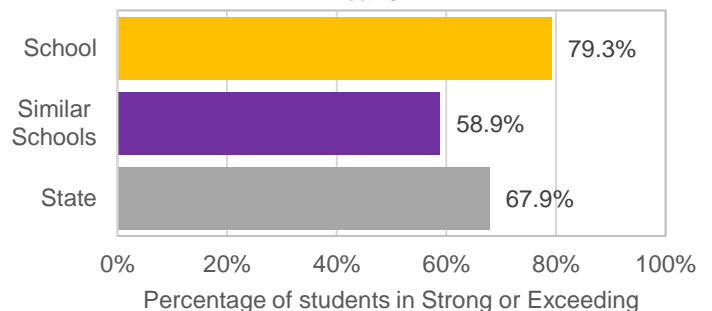
Similar Schools average:

58.9%

State average:

67.9%

**NAPLAN Numeracy (latest year)  
Year 5**



**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 2022**

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

95.0%

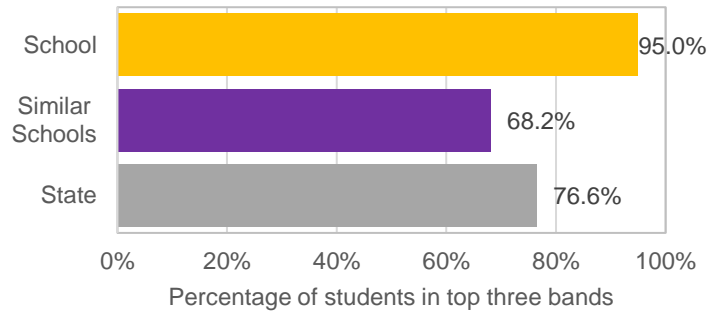
Similar Schools average:

68.2%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

71.4%

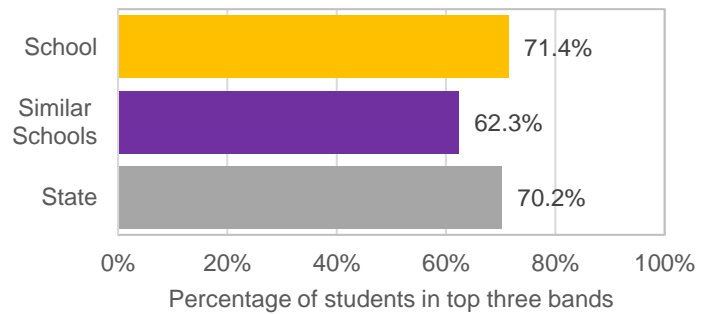
Similar Schools average:

62.3%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

75.0%

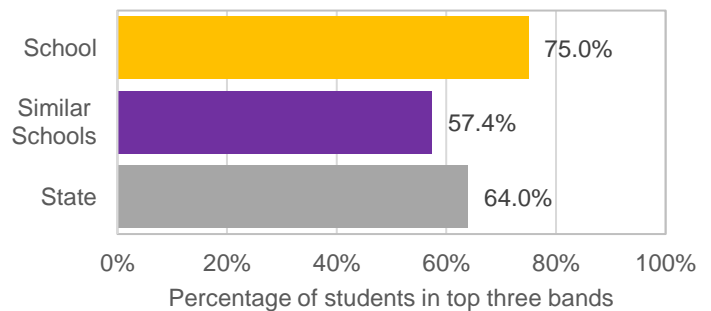
Similar Schools average:

57.4%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

47.6%

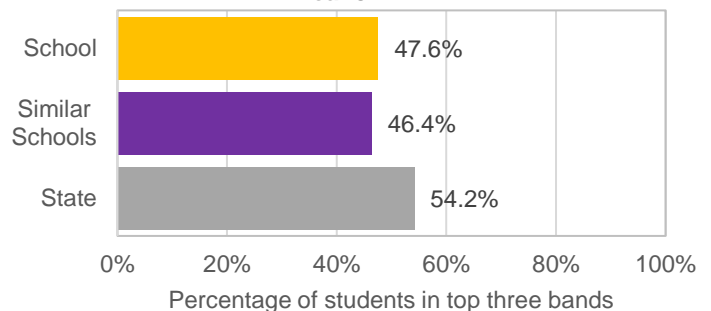
Similar Schools average:

46.4%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

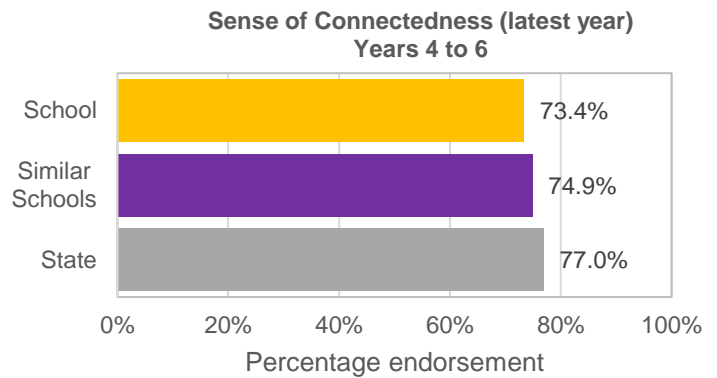
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	73.4%	79.3%
Similar Schools average:	74.9%	77.6%
State average:	77.0%	78.5%

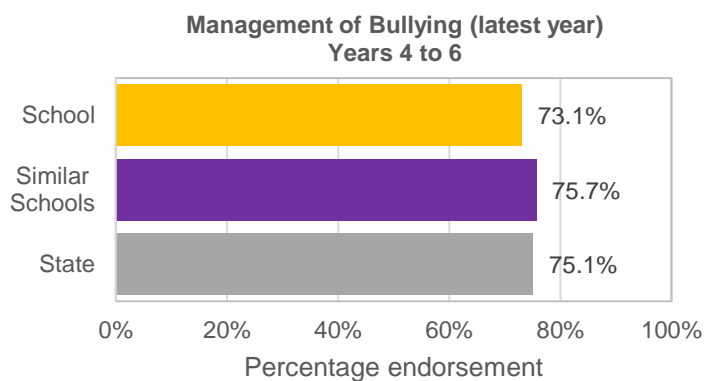


### Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	73.1%	82.1%
Similar Schools average:	75.7%	78.6%
State average:	75.1%	76.9%



## ENGAGEMENT

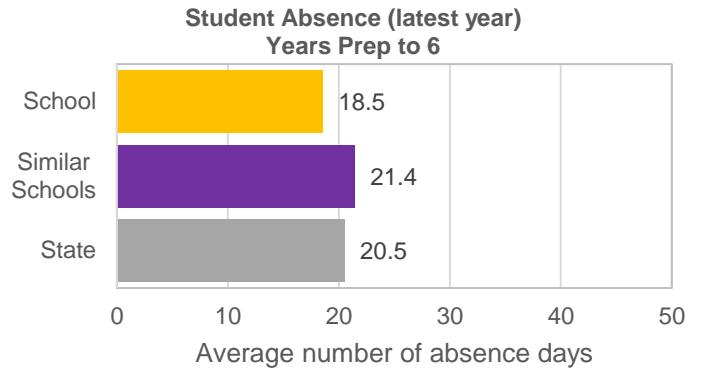
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School average number of absence days:	18.5	17.6
Similar Schools average:	21.4	19.5
State average:	20.5	18.1



### 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 (2023):	85%	91%	92%	92%	92%	90%	90%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,718,627
Government Provided DET Grants	\$325,229
Government Grants Commonwealth	\$81,600
Government Grants State	\$0
Revenue Other	\$18,589
Locally Raised Funds	\$65,679
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,209,723</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$137,409
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$137,409</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,458,772
Adjustments	\$0
Books & Publications	\$511
Camps/Excursions/Activities	\$46,830
Communication Costs	\$3,688
Consumables	\$42,132
Miscellaneous Expense <sup>3</sup>	\$8,168
Professional Development	\$13,461
Equipment/Maintenance/Hire	\$58,346
Property Services	\$105,667
Salaries & Allowances <sup>4</sup>	\$91,768
Support Services	\$126,137
Trading & Fundraising	\$17,823
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,536
<b>Total Operating Expenditure</b>	<b>\$1,996,838</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$212,885</b>
<b>Asset Acquisitions</b>	<b>\$23,850</b>

- (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 16 Feb 2024 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 2023**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$169,711
Official Account	\$16,887
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$186,599</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$80,932
Other Recurrent Expenditure	\$12,910
Provision Accounts	\$0
Funds Received in Advance	\$7,077
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$660
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$115,361
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$216,940</b>

*All funds received from the Department of Education, 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.*