

2018 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 Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 12 March 2019 at 01:11 PM by Peter Lee
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 14 March 2019 at 12:25 PM by Craig Hanks
(School Council President)

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 in English and Maths. Our school has 19 staff in total. This number is broken into 1 principal class, 13 teachers and 5 educational support staff. We provide quality learning programs in other curriculum areas. In 2018 our LOTE Program was implemented across the school. Indonesian was implemented from Prep- Yr 6. We were able to deliver Science across all Years levels through provision of a designated ICT teacher. We also provided a comprehensive Health and Physical Education program which assists our children with developing healthy lifestyle choices.

Our Student Well Being programs include: Student Well Being and Social Learning Program, Sporting Schools Australia and our Special Assembly Program. These programs and student Well Being are supported by strategies included in our Student Engagement and Well Being Policy. We are also very fortunate to have a student counsellor who works with our students. We enjoy support for our Program for Students with Disability (PSD) from our Network Psychologist and Speech Pathologist.

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 values by which Cobden PS stand.

Framework for Improving Student Outcomes (FISO)

Our Priority was to enhance excellence in teaching and learning through the following initiatives- building practice excellence and curriculum planning and assessment. It was identified through our School Review in 2015 that we should develop a strong common purpose approach to our teaching and learning. We felt, and it was mentioned by our peers, that we did a variety of good things but it would be an advantage to focus less on quantity and develop quality.

We had four new staff in teaching positions in 2018 and so it was vital that they were mentored in strong, consistent, common purpose curriculum delivery. Our equity funding (credit) for the 2018 school year amounted to \$53,520.

This funding was used to release Kerry Guthrie and Emma Roberts from classroom duties in order to mentor these new teachers in best practice. Staff had a formalised peer mentoring program.

In addition to this, students also benefited from small group work with Mrs Guthrie and Mrs Roberts to target areas of need. A point of difference here was to provide opportunity for extension to middle and high achieving students as well as remedial work.

Achievement

Cobden Primary School students have performed within the higher band of government schools in all areas of teacher judgements. The graphical representations included paint a picture of student achievement above like schools.

NAPLAN results 2018:

Year 3 – Reading 2018- Higher, Reading four year average- Higher, Numeracy 2018- Higher, Numeracy four year average- Higher.

Year 5- Reading 2018- Higher, Reading four year average- Higher, Numeracy 2018- Higher, Numeracy four year average- Higher.

In 2018, we extended our literacy intervention sessions throughout the year to target those students deemed 'at risk' across the school.

In 2018 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 ILP's, Language

Cobden Primary School (0864)

Support from P-6 and small group interventions.

Staff completed training in the Big Write/VCOP and the 'Sounds- Write' program which will continue to benefit our students. Staff coaching targeted Instructional Practice. We continued to integrate the use of ICT and provide specialist LOTE tuition.

Engagement

Over the past ten years Cobden Primary School has developed a strong culture of engaging students in school through connecting to the lives of our students and their interests.

Student Engagement is measured through Student attendance.

Our average attendance rate from P-6 in 2018 was within the similar range to like schools and our absences were slightly above the state average. Our 4 year attendance average was similar to that of comparative schools.

Common reasons for school non attendance were student illness and extended family holidays.

In 2018 student attendance rates were closely monitored. The importance of regular school attendance was highlighted regularly in our school newsletters and at our whole school assemblies. Unexplained absences were followed up in accordance to new DET guidelines 'School Attendance – Every Day Counts.'

Wellbeing

Cobden Primary School views wellbeing as the outcome of a number of factors and subsequently offers a variety of strategies and programs to maximise the wellbeing of our students, families and the broader community.

Our student attitudes to school in 2018 were above average. On average from 2017- 2018 we were placed above within the expected range of the comparative schools profile. 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 2018:

Student wellbeing was supported through school wide programs such as the Student wellbeing and Social Development Program, Bullying' No Way' Community Sports and our special assembly programs. Our clearly outlined Student Engagement wellbeing Policy and management strategy focused on Care and Respect for others and striving for Excellence in all areas.

Our Welfare Officer continued to provide social and emotional support through student and parent programs. We again offered the Sporting Schools Australia Program. Our Student leadership included School Captains, Junior School Council and House Leaders.

Financial performance and position

Cobden Primary School operated at a surplus of \$42,556.00 which is higher than the previous year's surplus.

Cobden Primary School does not have a large bank balance and we are reliant on our term grants to ensure we operate effectively month to month.

At the completion of 2018 funds available were: \$193,797.00- High Yield Westpac, Official Account: \$6,575.00, Other Accounts: \$7,078.00.

For more detailed information regarding our school please visit our website at




<https://www.cobdenps.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 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 170 students were enrolled at this school in 2018, 75 female and 95 male.

0 percent were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

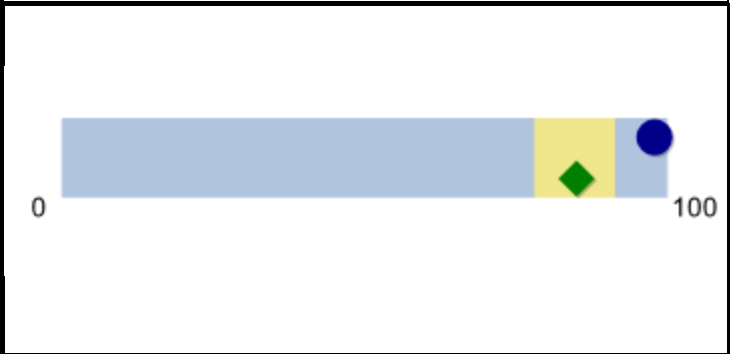
Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



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).

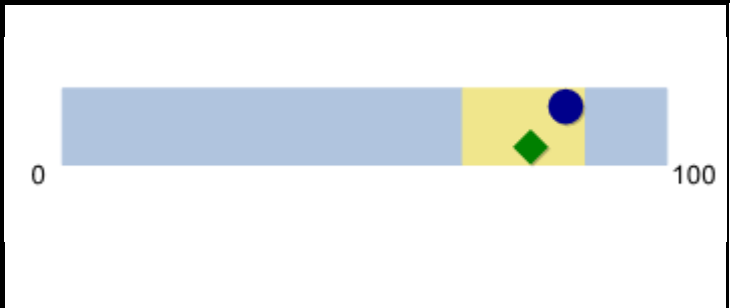
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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

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

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

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN 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 Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td>56%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>4%</td> <td>44%</td> <td>52%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>50%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>35%</td> <td>38%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>-</td> <td>58%</td> <td>42%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	11%	56%	33%	Numeracy	4%	44%	52%	Writing	31%	50%	19%	Spelling	27%	35%	38%	Grammar and Punctuation	-	58%	42%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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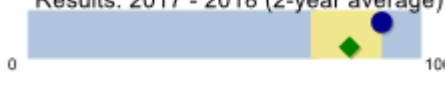


Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="545 913 1029 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	93 %	93 %	93 %	93 %	91 %	93 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	93 %	93 %	93 %	93 %	91 %	93 %										

Performance Summary

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

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

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,326,997	High Yield Investment Account	\$193,797
Government Provided DET Grants	\$267,954	Official Account	\$6,575
Government Grants Commonwealth	\$1,200	Other Accounts	\$7,078
Revenue Other	\$14,597	Total Funds Available	\$207,450
Locally Raised Funds	\$91,076		
Total Operating Revenue	\$1,701,824		
Equity¹			
Equity (Social Disadvantage)	\$107,041		
Equity Total	\$107,041		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,323,542	Operating Reserve	\$49,674
Books & Publications	\$1,122	Other Recurrent Expenditure	\$21,722
Communication Costs	\$2,808	Funds Received in Advance	\$7,000
Consumables	\$51,933	School Based Programs	\$61,447
Miscellaneous Expense ³	\$55,356	Beneficiary/Memorial Accounts	\$60
Professional Development	\$9,846	Funds for Committees/Shared Arrangements	\$21,322
Property and Equipment Services	\$118,591	Asset/Equipment Replacement < 12 months	\$8,000
Salaries & Allowances ⁴	\$61,234	Capital - Buildings/Grounds < 12 months	\$38,225
Trading & Fundraising	\$18,645	Total Financial Commitments	\$207,450
Utilities	\$16,192		
Total Operating Expenditure	\$1,659,268		
Net Operating Surplus/-Deficit	\$42,556		
Asset Acquisitions	\$0		

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

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

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

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

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

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

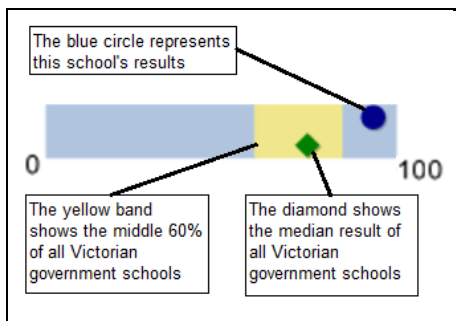
Engagement

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

Wellbeing

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

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

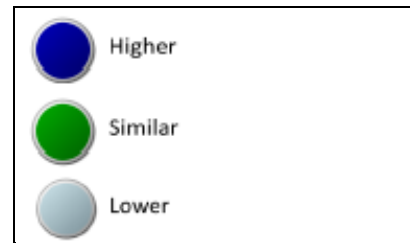


What does *School Comparison* refer to?

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

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

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



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

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

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

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

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

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').