

2023 Annual Report to the School Community

School Name: Cowes Primary School (1282)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- 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 20 March 2024 at 12:28 PM by Rodney Mckenzie (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 16 April 2024 at 09:16 AM by Carly O'Brien (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).

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').

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

School context

Cowes Primary School (CPS) is committed to providing high quality education, care and safety for all students, to prepare them to become active, engaged and responsible citizens of the local and global community.

Our unique setting includes the Phillip Island Early Learning Centre (PIELC) which accommodates 4 year old kinder, 3 year old kinder and long day care. The PIELC plays an integral part in the ability of our setting to provide a seamless educational experience from birth to 12 years which supports learning success. This success is highlighted in our data. The ELC is licensed to accommodate 178 students, making it the largest ELC in Gippsland.

CPS offers students attractive and well-maintained buildings and grounds. These include a competition sized gymnasium and purpose built music, art and STEM rooms. There are also quiet sitting areas, grassed play areas and separate play equipment for junior and senior students. The school also has a wellbeing classroom and designated wellbeing teacher to assist students and their families.

Cowes Primary School aims to provide a curriculum which is relevant, challenging and engaging for learners in their primary school years. The workforce at CPS is composed of the following, two principal class officers, four administration staff, 24 classroom teachers, two Learning Specialists, Learning Tutors, Literacy Leader, Maths Leaders, Physical Education teacher, Music teacher, two Art teachers, LOTE teacher, STEM teacher, 22 Educational Support staff and a speech pathologist. The Student Family Occupation [SFO] category was 0.4874 and the Student Family Occupation Education [SFOE] index was 0.4269 2021.

Cowes Primary School strives to provide an education of real value and the attainment of excellence, enabling all students to reach their academic, social and physical potential. As a school we are committed to implementing evidence informed practice that is underpinned by science of learning research. Over recent years we have adjusted a number of our teaching and assessment practices which have had a positive impact on student outcomes.

Cowes Primary School's values are:

- Be Respectful - We respect ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the environment and people around us.
- Be Safe - We work to create a learning community where all students feel safe and are safe.
- Be Resilient - We strive to be resilient by managing our emotions, being aware of strengths and assets, resourcefulness, the ability to reach out to others and employ problem-solving skills.
- Be a Learner - We maximise our learning by maintaining a growth mindset, being open to new learning and taking responsibility for our effort.

Progress towards strategic goals, student outcomes and student engagement

Learning

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

Student achievement data results in 2023 highlight very positive results. Teacher judgments in English and Mathematics were higher than 'similar schools' and 'State' averages. Our 2023 NAPLAN results show the number of students performing in the proficiency bands of 'exceeding' or 'strong' in Reading and Numeracy at Year 3 and Year 5, in comparison to 'similar schools' and the 'State', is higher. Our achievement in 2023 highlights the school is progressing well in pursuit of SSP goals that focus on improving student learning growth in literacy and numeracy. A key improvement driver in 2023 was the Tutor Learning Initiative that provided students with extra targeted support. The school also resourced additional targeted support time for literacy and numeracy within the timetable. The implementation of targeted supports are coordinated and overseen by the School Improvement Team. The professional learning engaged in by staff in 2022 and 2023 was rigorous and robust. Building staff knowledge consequently influenced changes in practices and positively influenced student outcomes. The move away from balanced literacy

practices and the adoption of practices that are evidence informed has positively influenced student outcomes. All students supported by the Program for Students with Disabilities (PSD), those in OOHC and Koori students showed progress in relation to goals contained within their individual education plan. In 2024, teachers will continue working as part of a Professional Learning Team that uses student achievement data to inform planning and science of learning approaches to maximise the effectiveness of instruction. There will also be a major focus on building the knowledge and understanding of new staff.

Wellbeing

Happy, healthy and resilient students is a high priority at CPS and will continue to remain a focus in 2024. The 2023 Attitudes to School Survey results (Years 4, 5, & 6) indicated that CPS is continuing to maintain an environment where students feel 'positive' about inclusion, stimulating learning, resilience, classroom behaviour and motivation.

DET engagement evaluation data highlights:

- 91% (95% in 2022) of our students felt connected to school in comparison to 'similar schools' (79) and State (77%)
- 96% (97.5% in 2022) of students responded positively to our schools approach to 'managing bullying' in comparison to 'similar schools' (79%) and State (75%)

Our school has 'high expectations for success' and it is therefore pleasing that 99% of students positively agree in comparison to 'similar schools' and State (93%). Literature on motivation and school performance in younger school children suggests that expectations shape the learning experience very powerfully. For example, studies in psychology literature have found that merely stating an expectation results in enhanced performance, that higher expectations result in higher performance, and that persons with high expectations perform at a higher level than those with low expectations, even though their measured abilities are equal.

Cowes Primary School employs a full-time wellbeing teacher who supports students across the school and also provides a resource for staff. Our achievements in 2023 highlight the school is progressing well in pursuit of our SSP goal that focuses on 'engagement in learning'. The data also highlights that we 'effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable which was a KIS in our AIP.

Engagement

Absence data highlights that students missed an average of 20.5 days in 2023 in comparison to 25.5 days in 2022. The average number of students with 20 or more days absence (39%) is lower than previous years and slightly higher than similar schools (38%).

There is no question COVID-19 quarantine requirements (5 days) and family holidays had a significant impact on attendance trends for 2022. The school resourced a designated wellbeing team in 2023 to identify and support students with high absenteeism. This is particularly important given 16% of students missed 30+ days of school (28% in 2022). The team was able to regularly review data to identify reasons for absence and put in place strategies to support those who were absent without a plausible reason.

Other highlights from the school year

Highlights for 2023 included:

- Strong academic & wellbeing outcomes
- well resourced professional learning aligned with the latest research and best practice
- 14 staff giving up a Saturday to attend the Sharing Best Practice Gippsland
- The return of our much loved music concert
- New landscaped areas on the basketball court delivered
- School disco
- Breakfast Club
- Employing a wellbeing teacher who supports students across the school, delivers targeted Tier 2 interventions and also provides a resource for staff
- Prep Buddy Program

Financial performance

Cowes Primary School ended 2023 in a sound financial position. A large portion of the funds available relate to the operation of the Phillip Island Early Learning Centre (ELC).

PIELC Kindergarten fees for 2023 were paid by the State government. Staffing shortages and the need to engage replacements, along with changes in the kindergarten EBA increased overall staff costs for the year.

Cowes Primary School received \$144411 for the Tutor learning Initiative (TLI) and \$252,442 in equity funding. A portion of the equity funding received was used to cover staff delivering the TLI and our wellbeing teacher.

The School Disco generated a profit of \$4,523 and these funds have been directed to the purchasing of books for school resourcing.

The school installed solar panels on the senior building at a cost of \$83,006.74. This was part of the Greener Government Buildings initiative.

The school was successful in obtaining several Sporting Schools Grants to support physical activity and skill acquisition.

Moving into 2024, funds will be allocated to support the school's strategic direction and maximise the educational experiences and outcomes of students.

For more detailed information regarding our school please visit our website at
<http://cowesps.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 517 students were enrolled at this school in 2023, 255 female and 262 male.

3 percent of students had English as an additional language and 2 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).

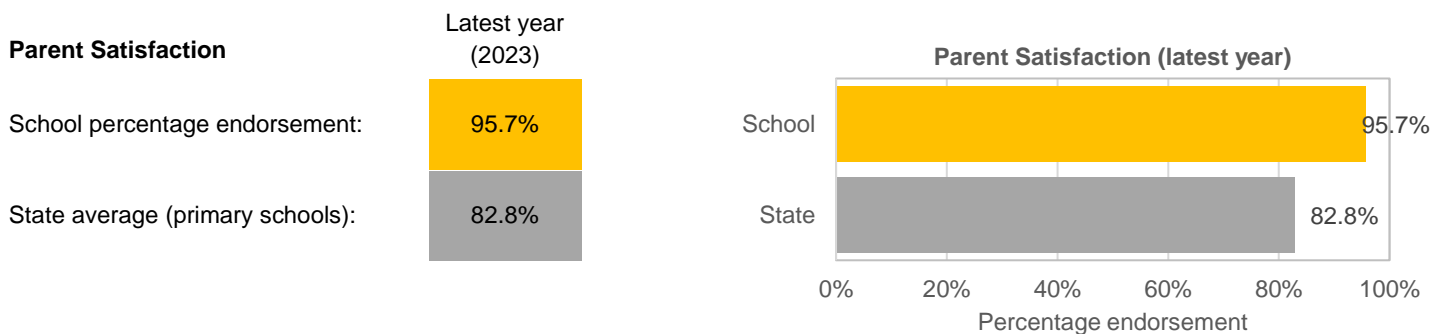
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

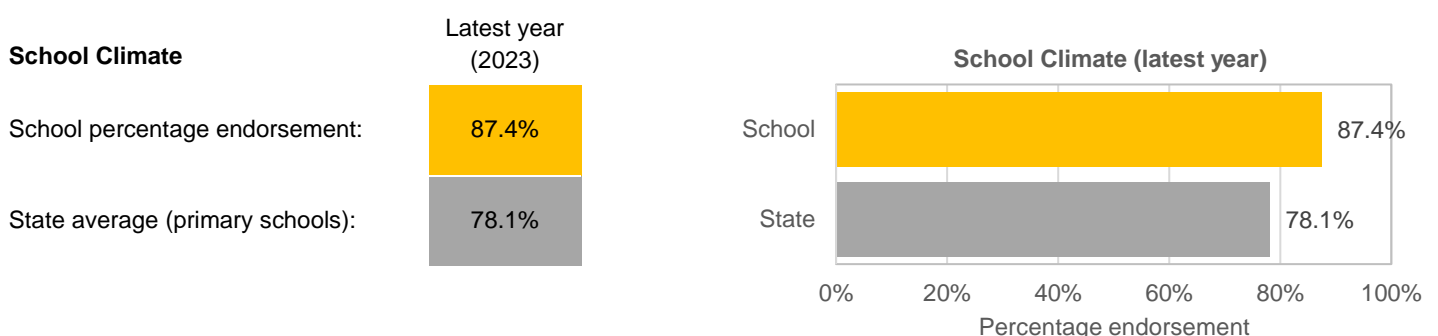


School Staff Survey

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:

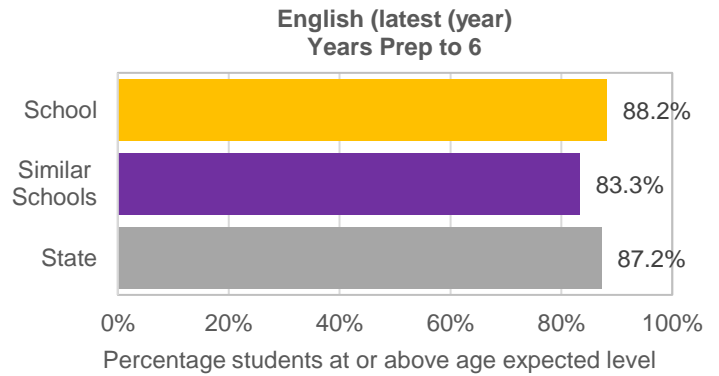
88.2%

Similar Schools average:

83.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

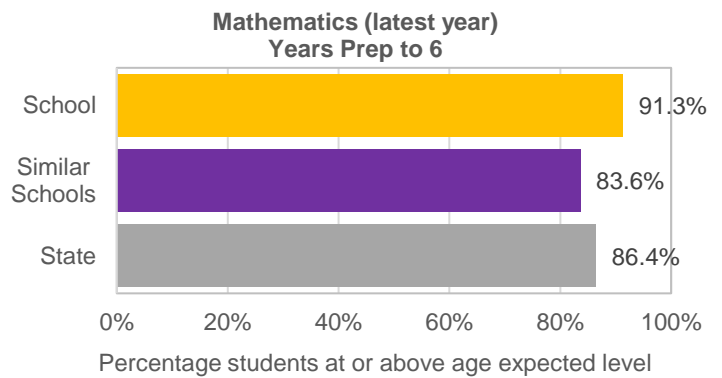
91.3%

Similar Schools average:

83.6%

State average:

86.4%



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:

76.1%

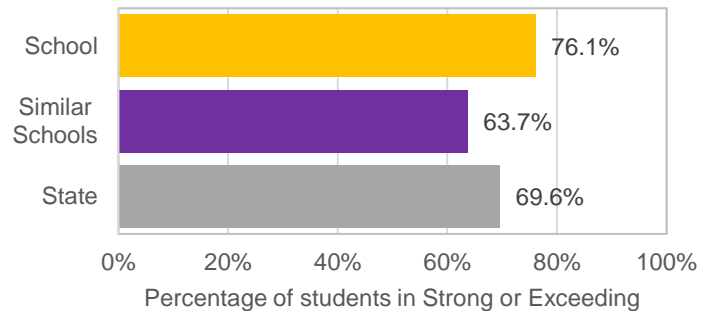
Similar Schools average:

63.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

90.9%

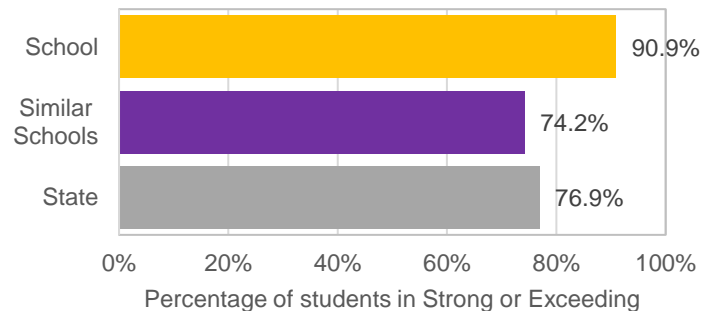
Similar Schools average:

74.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.6%

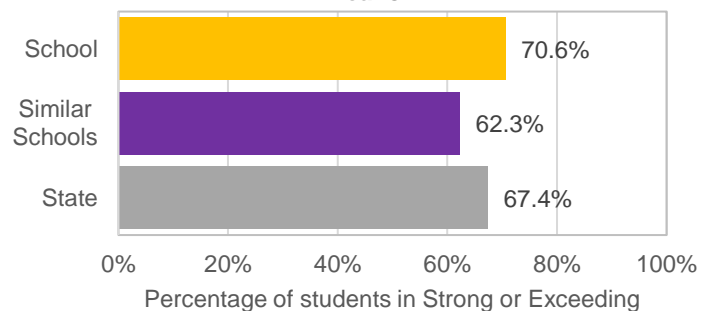
Similar Schools average:

62.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

76.2%

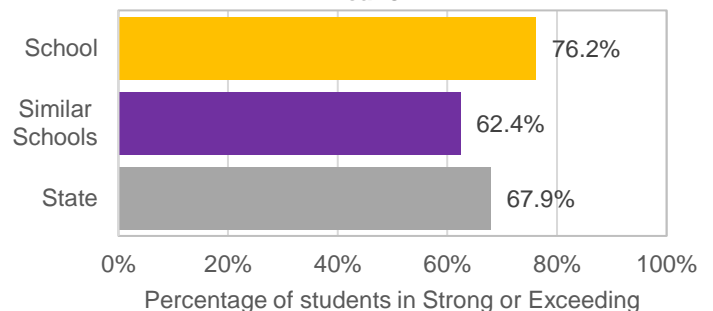
Similar Schools average:

62.4%

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:

86.6%

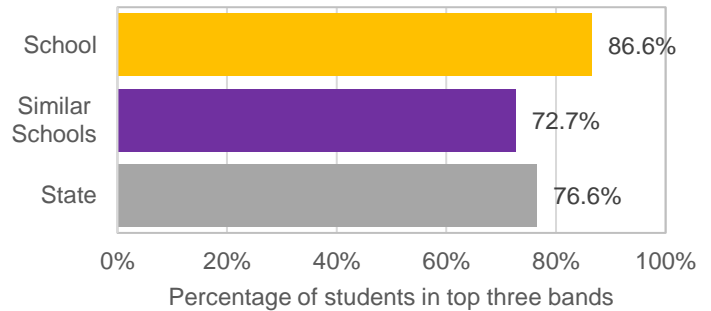
Similar Schools average:

72.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

77.9%

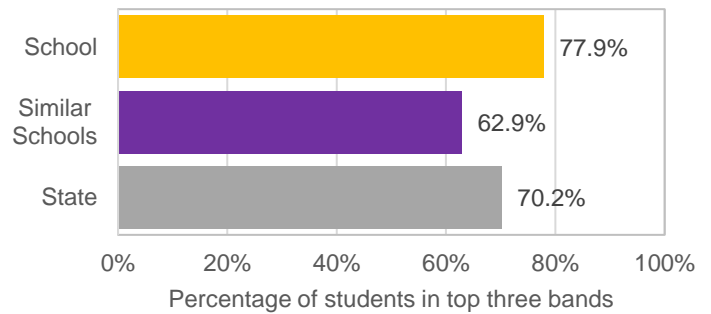
Similar Schools average:

62.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

72.7%

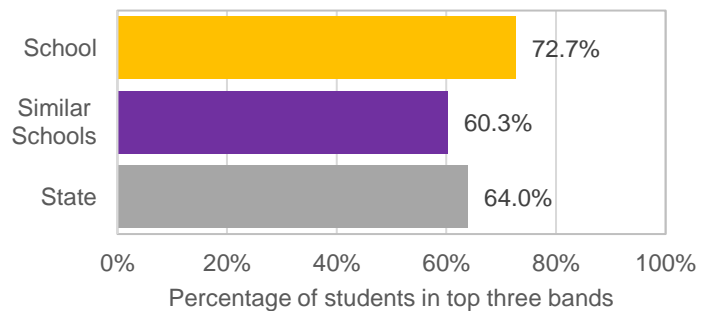
Similar Schools average:

60.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

61.8%

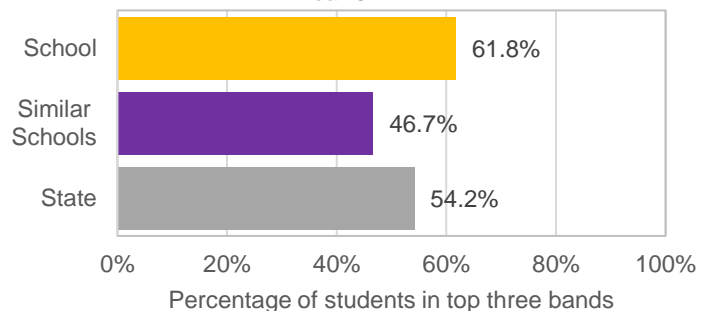
Similar Schools average:

46.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

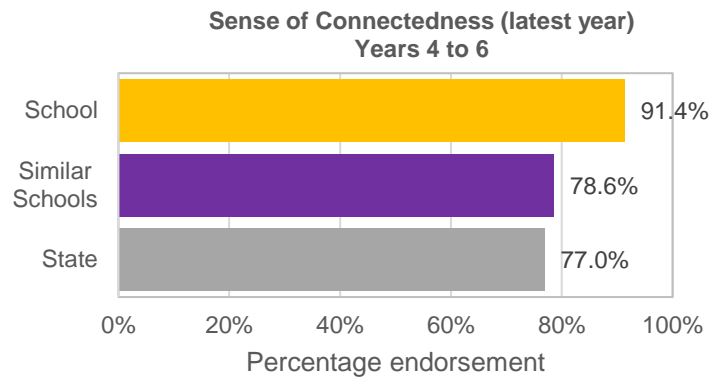
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	91.4%	93.2%
Similar Schools average:	78.6%	79.2%
State average:	77.0%	78.5%

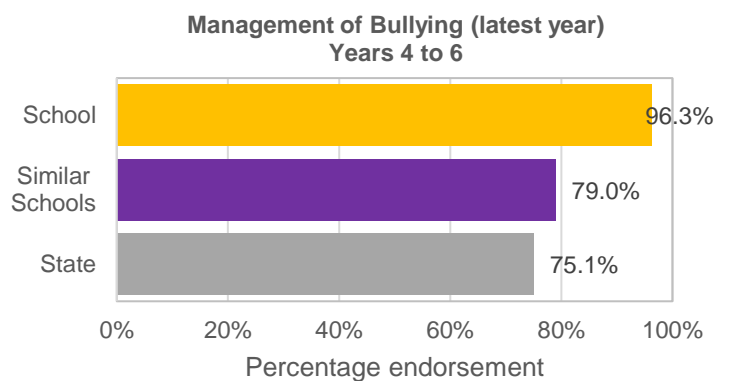


Student Attitudes to School – Management of Bullying

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:	96.3%	96.9%
Similar Schools average:	79.0%	79.5%
State average:	75.1%	76.9%



ENGAGEMENT

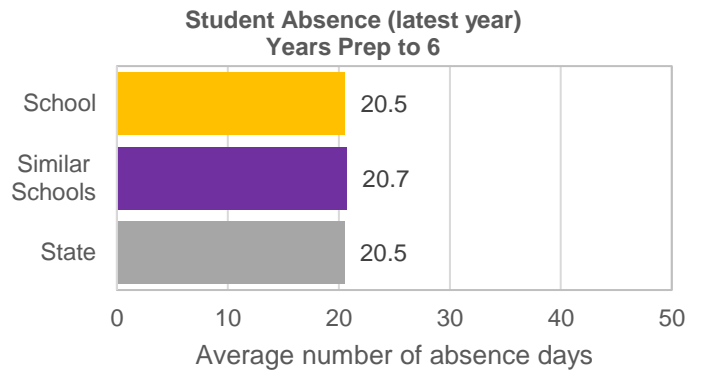
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.5	18.9
Similar Schools average:	20.7	19.1
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):	90%	91%	90%	90%	90%	89%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,399,480
Government Provided DET Grants	\$1,239,819
Government Grants Commonwealth	\$861,489
Government Grants State	\$1,056,133
Revenue Other	\$232,654
Locally Raised Funds	\$855,648
Capital Grants	\$0
Total Operating Revenue	\$9,645,223

Equity ¹	Actual
Equity (Social Disadvantage)	\$252,443
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$252,443

Expenditure	Actual
Student Resource Package ²	\$5,374,706
Adjustments	\$0
Books & Publications	\$13,958
Camps/Excursions/Activities	\$130,450
Communication Costs	\$4,538
Consumables	\$224,567
Miscellaneous Expense ³	\$136,005
Professional Development	\$36,207
Equipment/Maintenance/Hire	\$146,049
Property Services	\$232,135
Salaries & Allowances ⁴	\$2,214,506
Support Services	\$119,092
Trading & Fundraising	\$131,270
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$4,392
Utilities	\$91,953
Total Operating Expenditure	\$8,859,828
Net Operating Surplus/-Deficit	\$785,395
Asset Acquisitions	\$88,995

- (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

Funds available	Actual
High Yield Investment Account	\$1,977,752
Official Account	\$820,142
Other Accounts	\$5,603
Total Funds Available	\$2,803,498

Financial Commitments	Actual
Operating Reserve	\$575,198
Other Recurrent Expenditure	\$7,816
Provision Accounts	\$139,381
Funds Received in Advance	\$29,912
School Based Programs	\$403,720
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$34,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$235,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$15,115
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$100,000
Total Financial Commitments	\$1,540,141

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.