



Cottesloe Primary School Annual Report 2015

Vision

Problem Solvers. Confident. Creative. Successful.

Cottesloe Primary School, together with the school community, strives to develop students' skills to solve problems to allow them to contribute to their community in a positive and meaningful way. The Cottesloe Primary Staff work closely with parents and the community to teach the investigative, academic, social, emotional and creative skills to enable our students to achieve these goals.

Principal's Message

2015 was the start of a new chapter in Cottesloe Primary's long and successful history. The school was awarded Independent Public School (IPS) status, which will enable School Staff, the School Board and active P&C Association, to use the flexibilities of being an

IPS to respond quickly and effectively to student and community needs and to follow the School Vision. The School strives to support students to achieve to their best academically, physically, creatively and socially within and outside the classroom.

There is no doubt our students are fortunate to learn in such a supportive, positive and engaging environment. Staff are privileged to be able to partner with parents and a community who is willing and able to help their children achieve to the best of their ability, achieving our school's goals.

There are four key factors that set Cottesloe Primary apart from others in our area.

1. Cottesloe Primary is your Local School in your community.
2. We are a small school by design and intent, allowing us to grow the positive and supportive community spirit we share.
3. Staff know your children. You know their families. It is what makes us special in this area.
4. Cottesloe Primary promotes strong values, representing those of the community.



heart and soul of Cottesloe Primary, growing our sense of community and belonging.



The school successfully applied for to be a part of the ILNP with school staff benefiting from professional learning in the areas of data literacy and numeracy. The impact of this learning on student outcomes will begin to be seen in the future. The School Board developed in to a more effective and dynamic body with all members being a part of a sub-committee with a specified portfolio of responsibility. The P&C has continued to offer outstanding financial support of our students and has been incredible in provision of funds for additional resources and facilities improvement. The P&C continue to nurture the



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This report will include

Statements about our Staff, Students and Community

- The schools Targets
- NAPLAN Performance
- Progress on Priorities
- Students Attendance and destination data
- Parents, Student and Staff Survey results
- 2015 Budgets and Accounts
- Professional Development Report

It is with pleasure, I present the 2015 Annual School report.

Statements of Intent

Successful Students.

Cottesloe Primary will promote and build an environment that allows students to develop the investigative, academic, social, emotional and creative skills to enable our students to achieve the skills to solve problems to allow them to contribute to their community in a positive and meaningful way. Literacy and Numeracy will continue to be a focus but Higher Order Thinking and Problem Solving Skills will be taught and promoted across the school.

Our students will have high expectations of themselves and have the determination and confidence to tackle challenges whether they be academic, social, or personal.

High Quality Teaching

High quality, research based teaching strategies are utilised to create inclusive, engaging and challenging programs that are child focused and build on students' prior knowledge. Staff members collaborate and explicitly teach what students need to know. Classrooms are positive and active environments and use appropriate ICT and hardware.

Cottesloe Primary School will use staffing flexibilities to select high quality staff who best meet our school goals and ethos. Cottesloe Primary School staff will receive professional, collegial and emotional assistance. The

School will develop staff skills and leadership capabilities through access to high quality professional learning to enable staff to maximise teaching and learning opportunities to offer the best opportunities for our students.





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Safe, Stimulating and Sustainable Environment.

Cottesloe Primary will continue to provide an environment that will allow students and the community to learn, interact and participate in an environment that is safe to take risks, technologically and appropriately current; promotes sustainable thinking and action; facilities that are up to date and suitable for purpose. Students and staff will be adequately physically, financially and professionally resourced to ensure high quality teaching and learning programs are offered.

Engaged Community and strong, sustainable partnerships

Cottesloe Primary encourages parents and broader community support in the classrooms, programs and general participation. We recognise there is a wealth of expertise and energy within the community that can be harnessed to support staff and the school community in the attainment of our vision and goals. We aim to ensure governance and management: is of a high standard; is collaborative; and is focused on the identified needs of the school. We strive for increased parent and staff involvement and consultation in decision-making processes through an effective and transparent School Board.



NAPLAN Data with Comment-

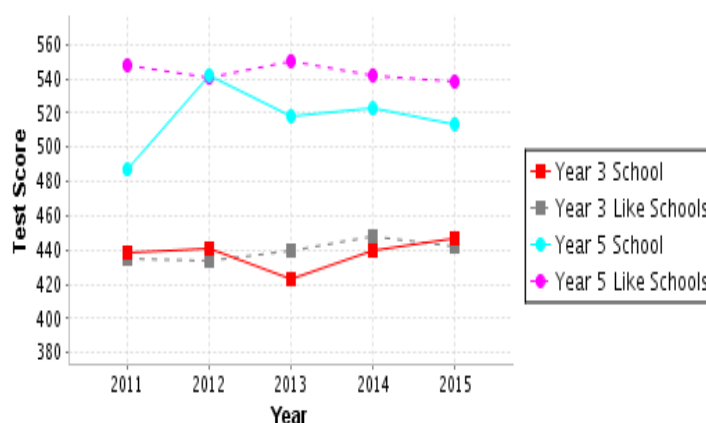
The following set of graphs show the average scores of different cohorts of students at Years 3 and 5. The school uses this data to look for trends and to watch progress between similar cohorts ie 2013, Year 3 scores compared to 2015 Year 5 scores. We aim to see our school performance line above Like Schools and an increasing level of improvement between average scores in year 3 and Year 5.

Like School are seen as schools that are statistically similar but not necessarily in size or location.

Numeracy

Numeracy, Year 5 (top) graph shows although the general trend is up, the Cottesloe Primary scores are below Like Schools. Analysis of data indicated that girls were maintaining the levels of like schools but the boys were slipping behind, reducing the overall average. Year 3 students have continued to catch the Like School average, overtaking it this year. The Year 3 trend line is upwards.

Average Numeracy Score

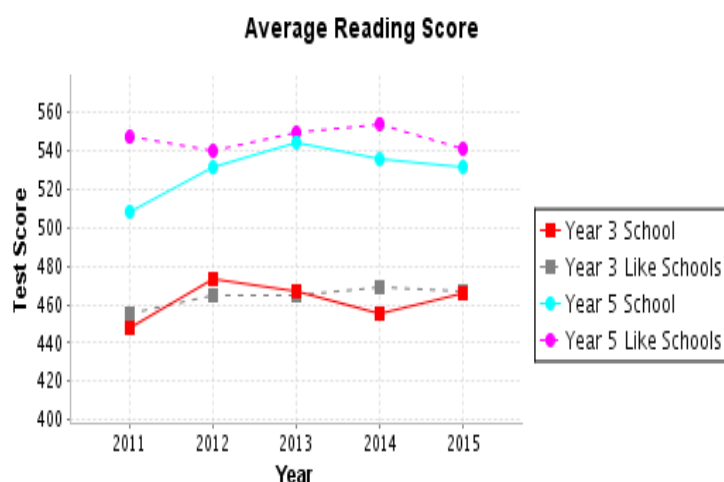




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The school has identified Numeracy as an area to respond to over the next three years. There will be a focus on developing strategies that support boys in numeracy learning. Staff identified the use of the Maths Text was restrictive to curriculum differentiation and will proceed in 2016 without this but will continue to use the WA Curriculum and Standard Framework as the main planning tool. Staff will participate in ongoing professional learning in the area of Numeracy in 2016.

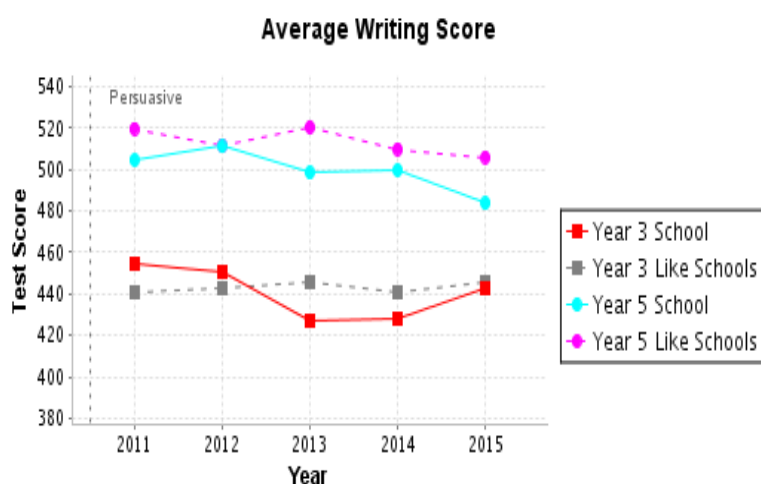
Reading



Year 5 Reading scores are continuing to trend upwards but remain below like school averages. Staff have identified that once again girls have on average exceeded the Like School scores but not the boys. Year 3 trend continues to climb with school averages matching Like Schools. The school has and continues to, resource this area with materials and support for teachers. The improved results reflect the adjusted pedagogies and expectations of teachers from Kindergarten to Year 3. The school has committed resources to purchase texts that better address boys interests as well as

increase staff awareness of strategies that have proven to engage boys in the reading process.

Writing



The overall trend for Like Schools and Cottesloe Primary is downward with the school performing well below the Like School average. In 2015 the staff adopted a new writing strategy to explicitly teach writing structure and mechanics. The ongoing implementation of this program will result in the

required improvements in data. The Year 3 average data continues to improve when compared to Like Schools. This improvement is attributed to the adjustments made to the literacy and intervention programs in the Junior and Pre Compulsory years. The new writing strategy brings a whole school approach to writing giving staff and students a common language to discuss the process.

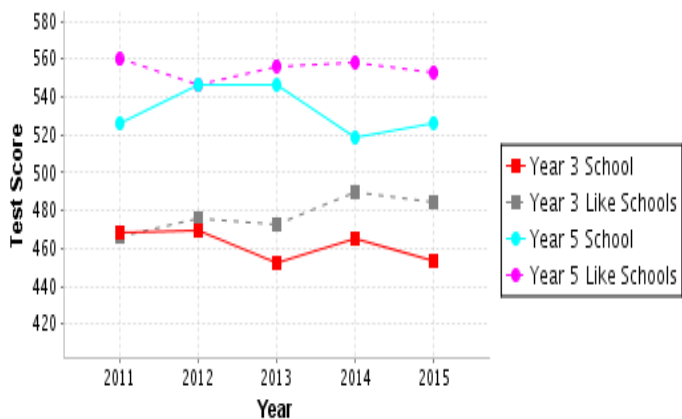




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Grammar and Punctuation

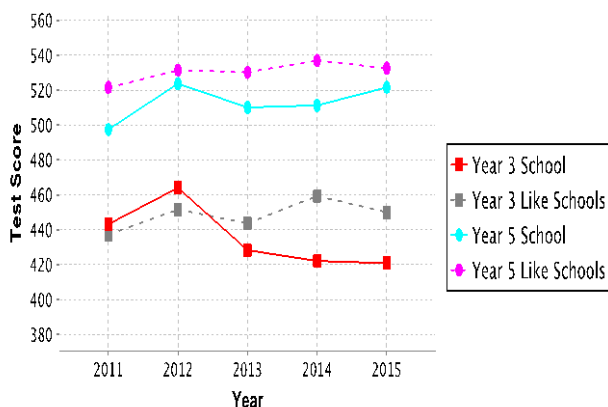
Average Grammar & Punctuation Score



Cottesloe students, in both assessed years, have not performed at the same level as Like Schools. The explicit, whole school writing program implemented in 2015 has not had time to effect student data but the decline from previous years appears to be arrested. The school will continue to focus on this area using the WA Curriculum and Standard Framework as the main planning tool.

Spelling

Average Spelling Score



Cottesloe Primary has focussed on Spelling for the past two years and has adopted an explicit, Phonics based approach. Over time we have seen an improvement in the Year 5 data with the Year 3 data improving against like school performance.

ACADEMIC ACHIEVEMENT TARGET 1

Increase to above 'Like Schools' the percentage of students who achieve in the top bands for all domains of NAPLAN in Years 3 and 5.

2015 Milestone: Cottesloe Primary students will match 'Like School' performance as measured by Schools Online – Proficiency Band Summary table.

ACADEMIC ACHIEVEMENT TARGET 2

Decrease to below 'Like Schools' the percentage of students who achieve in the bottom two bands for all domains of NAPLAN in years 3 and 5.





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2015 Milestone: Cottesloe: Primary students will match 'Like School' performance as measured by Schools Online – Proficiency Band Summary table.

The table below shows the percentage of Year 3 and Year 5 students who have achieved NAPLAN scores in the top 20% and the top and lowest two band of achievement. The table also shows the percentage of student from Like Schools in these groups which allows for a comparison of data.

	Achievement Target One			Achievement Target Two	
Year 3	% of CPS students top 20% Australia	% of CPS students in top 2 Bands	% of students from L/S in top 2 Bands	% of CPS students in lowest 2 bands	% of LS students in 2 lowest bands
Numeracy	50	58	59	5	6
Reading	30	65	67	3	3
Writing	20	71	69	0	1
Spelling		48	51	13	4
Punct Gram		68	71	8	3
Year 5					
Numeracy	22	35	50	0	6
Reading	30	52	57	4	5
Writing	17	18	32	17	5
Spelling		52	51	4	4
Punct Gram		39	59	8	6

Comment Achievement Targets 1 and 2

Year 3 data indicates that we have achieved our 2015 Milestone for Target One but did not meet the target for Spelling and Punctuation and Grammar for Target Two. Considering the size of the cohort, the difference of making or not making the Milestone has been met by one but not more than three students. Year 5 data shows that we met the target in two of the 5 areas. Again, due to the size of this cohort the difference of meeting or not meeting the Milestone is not more than 3 students. All students that were below the National Minimum standard and any students who were identified at risk had Individual Education Plans prepared and implemented.

ACADEMIC ACHIEVEMENT TARGET 3

Cottesloe Primary School Year 3 and Year 5 students will achieve 'above expected' in the 2017 NAPLAN testing period for Literacy and Numeracy.

2015 Milestone Cottesloe Primary students will perform 'as expected' in 2015 in all NAPLAN domains as measured by Schools Online – Comparative Performance tables and graphs

Comment Achievement Target 3



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The Comparative Performance Summary Table displays our school's expected performance compared to other statistically similar schools. Of the 10 measured, tested areas across the two year groups, the Milestone was achieved in five areas. The data displayed here confirms the teaching staff decision to continue to focus on Writing, including Spelling and Grammar as a learning focus in 2016 and 2017.

ACADEMIC ACHIEVEMENT TARGET 4

Cottesloe Primary School students from Year 3 to Year 5 will achieve student gain at or better than that of students with the same starting score (as detailed in the ACARA My School – Student Gain graphs)

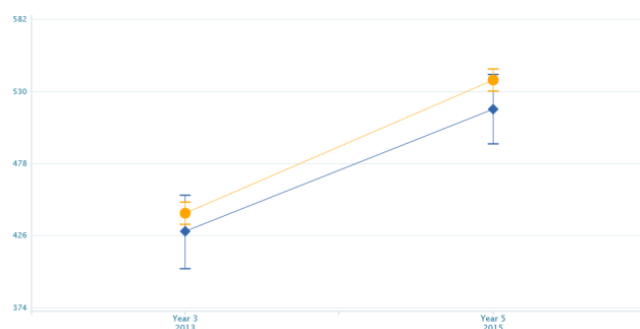
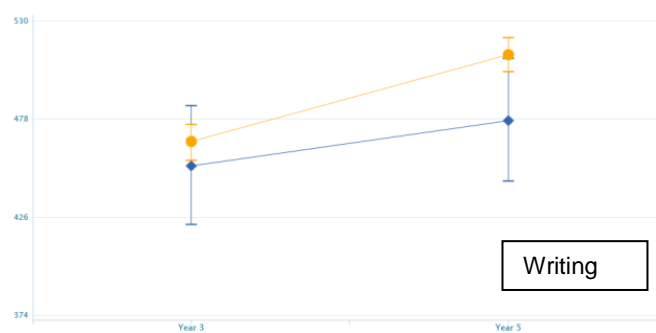
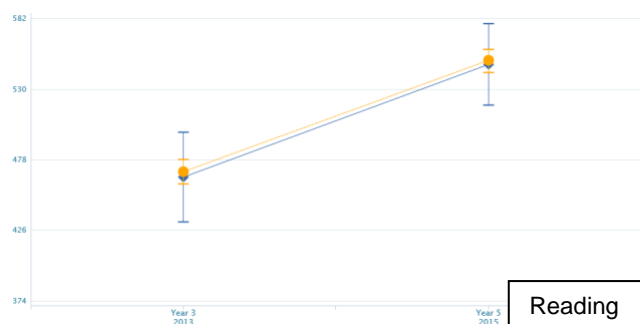
2015 Milestone

Student gain will be consistent with that achieved by Year 5, 2015 students with the same starting scores (as year 3s in 2013) as measured by *My School – Student Gain Years 3 to 5* graphs.

Comment Achievement Target 3

The following three graphs show the average level of NAPLANs gained by Cottesloe Primary students (Blue Line) and students from Like Schools (Yellow Line). For 2015 and 2016 our school Milestone was to match the gain with students from like schools.

The 2015 data tells us that we achieved our target for Reading, were close to meeting the target for Numeracy but failed the Writing area. Although we are disappointed at this outcome, the school staff are confident the



programs and strategies implemented throughout 2015 will bring about the improvement required and expected.

The data affirms our decision to continue to focus on Writing and Numeracy in 2016



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ACADEMIC ACHIEVEMENT TARGET 5

Cottesloe Primary students will from Year 5 to Year 6 show improved performance in Australian Council for Educational Research (ACER) Progressive Assessment Tests

2015 Milestone

Cottesloe Primary Year 5 students will participate in ACER-PAT testing to establish a benchmark for future testing in year 6.

Students will sit the baseline assessment in 2016

Actioned

ACADEMIC ACHIEVEMENT TARGET 6

Cottesloe Primary will utilise Australian Early Development Index (AEDI), the Early Years Learning Framework (EYLF), recent Year 3 cohort NAPLAN data and On Entry Assessment data to guide early intervention and student learning in the Early Phase of Learning (K – 2). Evidence of target achievement will be provided by Academic Target 3.

2015 Milestones

In consultation with the Leadership Team, Cottesloe Primary Early Phase learning team will collaboratively analyse available data, review current phase strategies and revise/develop whole phase literacy and numeracy statements.

Early intervention (IEP and GEP) plans will be established/refined for students in pre-primary, year 1 and year 2 identified as requiring teaching and learning adjustments.

Actioned. This strategy is enabling us to identify students earlier than in the past to ensure interventions are targeted and timely.

2015 -2017 Non-Academic Targets and 2015 Milestones

Non Academic Achievement Target 1

Student attendance Rate to be above 'like schools' by 2017.

2015 Milestone

Cottesloe Primary attendance rate will be the same as 'Like Schools' in 2015 as measured by Schools Online – Student Participation – Attendance - Overall tables.

Primary Attendance Rates		
Attendance Rate	School	WA Public Schools
2013	94.2%	92.6%
2014	93.9%	92.1%
2015	94.9%	92.7%

Successful. Achieving this target

Non-Academic Achievement Target 2

Maintain and improve student, parent and staff satisfaction survey results.

2015 Milestone



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Conduct and analyse, in consultation with the School Board, a community/staff or student survey.

Survey Results 2015

Students 28 /50 Respondents

89% feel they are heard most of the time
80% believe they are taught to their level
100% believe teachers expect them to do their best.

Students sometimes they are treated unfairly by staff

Some students misbehave

57% believe learning is fun

100% Challenged to do their best

98% believe the school is safe



Parents 32 Respondents

93% believe their child likes coming to school

(93% in 2014)

100% of children feel safe

(96%)

100% believe teachers expect the best from their child

(88%)

72% believe teachers provide useful feedback

(42%)

85% believe we are equipping their children to solve problems.

100% believe Deputies and Principal are responsive

44% believe teachers could communicate more

84% satisfied with the overall performance of the school (34% very satisfied) (78%)



Students and parents continue to have a high and increasing level of satisfaction of the performance of Cottesloe Primary.

Non-Academic Achievement Target 3

Continue to develop and embed the role and responsibilities of the School Board as articulated in the Delivery Performance Agreement (DPA).

2015 Milestones

The Board will conduct and analyse a survey to determine the effectiveness of the Board.

The Board to align its agenda with the roles and responsibilities

To increase the impact of the Board and improve its capacity to meet its objectives the Board has increased the number of parent and community representatives to ensure there was a wide range of skills

and representation from across the school community. The Board had also implemented Sub Committees using Board members expertise to build the effectiveness and reputation of Cottesloe Primary. The Sub Committees are:



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- Communications
- Community Relations
- Buildings and Facilities
- Performance- Self Assessment.

Future Actions

- Continue to focus on whole school practices in Writing, Spelling, Mathematics
- Continue to focus on explicit strategies that teach grammar and punctuation in context.
- Use the resources of the ILNP team to build leadership and capacity in Numeracy
- Maintain MULTILT resourcing
- Investigate levelled readers
- Maintain Enrichment programs including Habits of Mind.



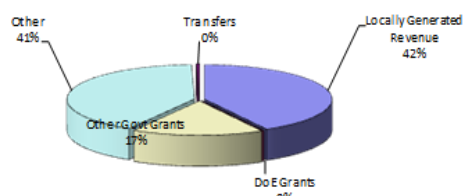
Finances



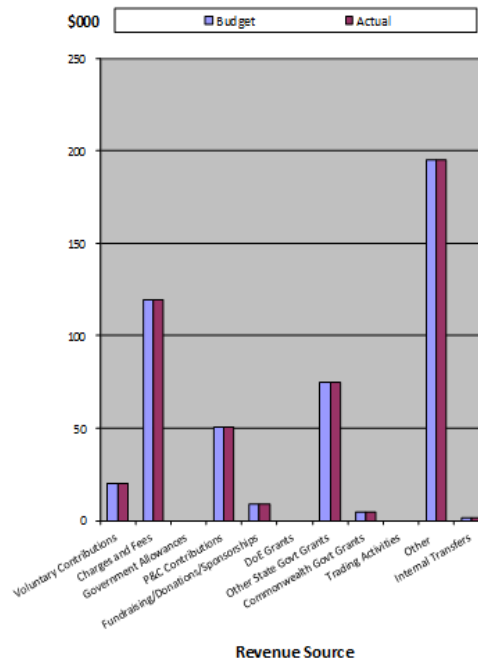
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	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 20,299.00	\$ 20,300.00
2	Charges and Fees	\$ 119,405.42	\$ 119,404.27
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ 50,668.00	\$ 50,667.90
5	Fundraising/Donations/Sponsorships	\$ 9,037.00	\$ 9,036.69
6	DoE Grants	\$ -	\$ -
7	Other State Govt Grants	\$ 74,679.00	\$ 74,679.30
8	Commonwealth Govt Grants	\$ 4,545.45	\$ 4,545.45
9	Trading Activities	\$ -	\$ -
10	Other	\$ 195,328.00	\$ 195,325.70
11	Internal Transfers	\$ 1,847.00	\$ 1,847.00
	Total	\$ 475,808.87	\$ 475,806.31
	Opening Balance	\$ 67,375.00	\$ 67,375.40
	Total Funds Available	\$ 543,183.87	\$ 543,181.71

Current Year Actual Revenue Sources

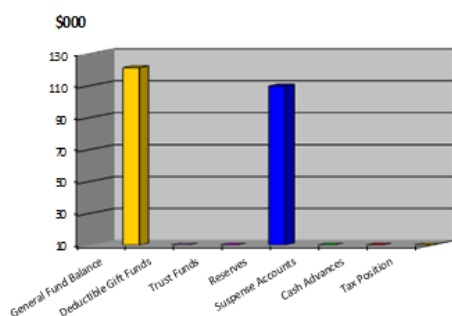


Revenue - Budget vs Actual

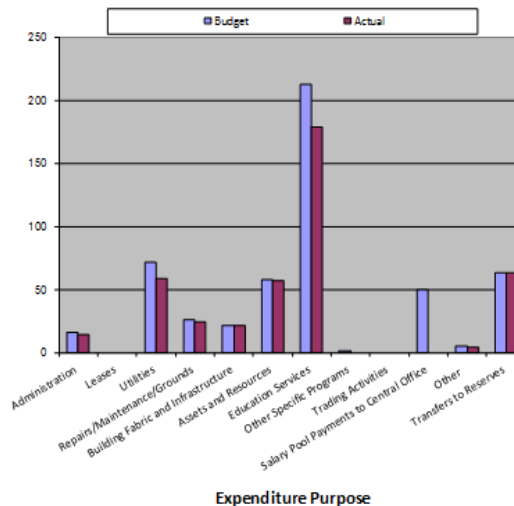


	Expenditure	Budget	Actual
1	Administration	\$ 16,040.00	\$ 14,198.94
2	Leases	\$ -	\$ -
3	Utilities	\$ 71,430.00	\$ 58,912.59
4	Repairs/Maintenance/Grounds	\$ 26,142.00	\$ 23,993.46
5	Building Fabric and Infrastructure	\$ 21,232.00	\$ 21,232.30
6	Assets and Resources	\$ 57,387.00	\$ 57,021.03
7	Education Services	\$ 212,252.42	\$ 178,897.40
8	Other Specific Programs	\$ 1,515.00	\$ -
9	Trading Activities	\$ -	\$ -
10	Salary Pool Payments to Central Office	\$ 50,000.00	\$ -
11	Other	\$ 5,454.00	\$ 4,451.19
12	Transfers to Reserves	\$ 63,250.00	\$ 63,250.00
	Total	\$ 524,702.42	\$ 421,956.91

Cash Position



Expenditure - Budget vs Actual



Cash Position as at:

Bank Balance	\$ 227,196.81
Made up of:	
1 General Fund Balance	\$ 121,224.80
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Reserves	\$ 109,735.29
5 Suspense Accounts	\$ 436.72
6 Cash Advances	\$ -
7 Tax Position	\$ 4,200.00
Total Bank Balance	\$ 227,196.81