School Vision

Cottesloe Primary School, together with its community, stands to be a school that develops students of integrity, who pursue academic excellence, demonstrate inclusive values and positive attitudes that will enable them to become life-long learners who are successful, creative and contributing members of their community.

Principal's Message

I am pleased to present the 2014 Annual Report for Cottesloe Primary School. 2014 saw greater stability of school leadership and the opportunity for growth and development of other school leaders. The school has continued to develop a culture of professional reflection and improvement. Staff continued the review of learning programs to bring about improvement in student performance. We have implemented significant, whole school changes in the English Learning Area with a focus on phonics, grammar and spelling, trialling changes for writing. These whole school approaches, along with more focussed teaching in the Junior School, will bring about improved student performance in the English Learning Area. The trial of iPad technologies has been successful but has identified that infrastructure improvements will be needed in the future. Staff and students have embraced the technology.

Our School facilities have also been improved with great support from our Parents and Citizens Association and School Board. The Nature Play Area was opened and significant grounds improvements along Keane and Johnston Streets completed. These changes continue with the implementation of the School Board’s Grounds Improvement Plan. The enclosure of the School Covered Area remains a focus.

2014 has seen the school continue to build on traditions and enhance its reputation as being a successful school, reflecting the aspirations and values of its community. After participating in a comprehensive, Department conducted, selection process, 2015 will see Cottesloe Primary commence the 2015 as an Independent Public School, offering many opportunities and challenges. The past year has been a success and the school’s future is exciting.

Our Vision for the Future

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.

Details of this report

This report details our achievements and successes during 2014, along with the challenges and opportunities we face. The report is divided into eight sections.

- Our students, our staff and our community;
- NAPLAN Performance;
- Highlights;
- Progress on our Priorities;
- Attendance Rates;
- Parent, Student and Teacher satisfaction levels;
- Annual Budget and Accounts reports on the schools' financial situation;
- Staff Professional Development.

NAPLAN Data Snapshots and Notes

Numeracy

Year 3 NAPLAN results are trending down. 2014 showed scores are beginning to bounce, with school performance and Like School Performance (LSP) similar.

Yr 5 scores are trending up but from a low base in 2011. Continued focussed teaching is required to bridge the gap between CPS and LSP.

Yr 7 trend up significantly when looking at Expected Performance Data. Student NAPLAN results are still below LSP. 100% of our students were above the National Minimum Standard.
Writing
Year 3 is below expected performance but beginning to trend upwards. The gap between LSP and CPS at this year level is reducing. The increased literacy expectations of the new WA Curriculum has started to be addressed.
Year 5 steady Expected Performance Data indicates an upward trend but the Year 5 NAPLAN data continues to be weaker than Like Schools.
Yr 7 - significant improvement and upward trend, when compared to LSP. 97% of our students were above the National Minimum Standard.

Reading
Year 3 results are trending down and NAPLAN performance is below that of like schools. Again, the increased expectation of the AC is considered to be the reason for this outcome.
Year 5 data trend up, with results matching expected performance levels but are still not up to LSP. The recently introduced Upper School Reading approach seems to be beginning to bear fruit.
Year 7 Trending up significantly with the deficits of previous years overcome. 100% of our students were above the National Minimum Standard.

Grammar
This was the area of weakest performance across the school. Over two years our students NAPLAN scores have been below the LSP. When tracking cohorts, it appears that student performance slipped over time. This will be an area for investigation and action.
Across all assessed years NAPLAN results were below expected performance.
93% of our students were above the National Minimum Standard.

Spelling
The National and Like School standards have improved in this area since the introduction of the Australian Curriculum in 2012. CPS staff are addressing this is their own planning and expectations. This year we have trialled and explored whole school strategies that will address the school's below LS NAPLAN performance.
94% of our students were above the National Minimum Standard.
The table above shows the percentage of students, compared to “Like Schools” and the State Average, in the top two Achievement Bands. Like Schools are defined as schools similar in size and socio economic status. By comparing the percentage of students in the top Achievement Bands, it is possible to make a judgment about the school’s progress against our strategic goals. The data indicates the school has fewer students, by a small number, in the higher bands when compared to “Like Schools”. We out-perform the State Averages by a significant amount. This data affirms the school decision to resource enrichment and extension programs, giving students the opportunity to perform to their maximum potential.

NAPLAN Overview
- Some quick analysis of all data sources of our school 2014 NAPLAN data tells me the following:
  - We have achieved some very good “value adding” to individual students across the school.
  - A number of students achieve the highest possible results that the test measures.
  - Students who did not sit the tests are given scores of 0. These scores are factored into our averages and reduce our overall school and year group averages.
  - Our performance shows we have a high distribution of students in the “Middle” bands. To address this we have, over the past two years, introduced programs/strategies that offer enrichment to address the “middle heavy” distribution, aiming to have more students achieve to the top two bands assessed at each year level.
  - Staff have begun to implement a new Whole School Spelling and Grammar model across the school
  - Staff have implemented a new curriculum - I Maths, this year.
  - Trends over time, in all areas, across most year levels, are upward.
  - Junior School staff are embracing new curricula and increased expectations of the new curriculum.
  - Introduction of new, explicit Kindergarten Curriculum will take place in 2015.
  - Staff are addressing the areas of concern and celebrating our successes as a team. We are all in this together.

The brief summary above indicates, the school is performing well and improving. We have implemented strategies that will build on our successes and work on the gaps. We are on the right track and facing our challenges.

**Highlights**

**Successful Students Academic and Special Placements.**
Of the Graduating Year 7 cohort, over 50% of the students were offered places in Selective Programs for Year 8. The Year 6 Graduates also performed very well with 30% of students who attended Public School receiving offers of places in Specialist Programs.

**iPad Trial**
2014 saw Cottesloe Primary School commence a trial of Tablet Technologies. This involved the purchase of 16 iPads, funded by the P&C. Teachers have experimented and evaluated how the technologies can assist with curriculum delivery and student learning.

**Enrichment Programs**
Based on the success of last year’s enrichment programs, a number of enrichment opportunities were again offered this year. The Junior Higher Order Thinking program grew, expanding to take both Year 1 and 2 students. Students in Years 4 to 7 participated in amazing photographic and writing workshops.
Multi Lit
The school identified a number of students who required literacy support. The selected mode of remediation included the introduction of the Multi Lit Program. The program has received huge support from volunteers and has made a big difference to those students who have needed support in the literacy area.

Musical
Graduating students entertained our community with four performances of “Johnny and the Bomb”, at St Luke’s Parish Hall. The evening shows were attended by family and friends. Our students again stepped up to the mark and put on some amazing performances.

Art Open Night and Open Week
The Visual Art talents of our students were on display at the Visual Arts Open Night, which went all week! From drawing to painting and sculpture, using a wide range of media, the display of our students’ work was amazing. The opportunities our students have during Visual Arts classes are varied, stimulating and challenging.

Donation of Community Art
Shire of Peppermint Grove, recognising the growth and improvement of the school and its high profile in the community, donated “In the Beginning”, a sculpture by Jimmy Rix. The sculpture was on display at Sculptures by the Sea and now sits on the corner of Keane Street and Stirling Highway.

Athletics, Cross Country, Swimming Interschool Champions
Cottesloe Primary Inter School Teams once again performed to a very high level, winning the Interschool Swimming, Athletics and Cross Country Championships. Students also performed well at the Football, Netball, Hockey and Soccer Lightning Carnivals.

ANZAC Commemoration.
The Cottesloe Primary ANZAC Commemoration Service is traditionally one of the most important days of the School Calendar. 2014 was no different, with the calibre of the singing, playing of the Last Post and student speeches being first rate. The VIP attendees included representatives from the Peppermint Grove, Cottesloe and Mosman Park Councils, State and Federal Government and the local RSL Branch.

Nature Playground
The P&C funded Nature Play Space, along the Keane Street boundary, was opened. The $50 000 project has added to the school facilities and is a very popular play area for students. The opening of this project by Griffin Longley, from Nature Play WA, coincided with a planting and a proposed symbolic burning of our Native Grass Trees- Balga Bushes (wet weather prevented this from happening).

Sailing and Canoeing
Our senior students participated in a wonderful Leadership Program including a Challenge/Leadership Camp in Margaret River, culminating in their participation in a term long Canoeing and Sailing Program.

CottFathers
The CottFathers Group was formed in 2014, giving prominence and focus to the importance of Fathers and Father Figures in students’ lives. The CottFathers met early in the year at the Mosman Park Golf Club to hear from the Father Project Committee. The CottFathers then formed a committee that met throughout the year planning a number of Dads and Dads and Kids events including a Camp Out at Dwellington and a Day at Barbagallo Raceway.

Long Table Staff Lunch
The Cottesloe Primary Staff enjoyed a Long Table Lunch, provided by the P&C, in recognition of World Teachers Day and to thank staff for their efforts throughout the year. The gesture was very much appreciated by all Staff.

Performance Against Strategic Targets

Classroom Practice
- To Improve student NAPLAN Results - all assessed areas.
  Overall, we have not achieved this target but have put strategies in place to ensure we will. Against expected performance data the school is showing significant improvement in all areas in Year 5 and 7.
- To Increase number of students in higher Bands - all assessed areas.
  We have yet to achieve this target.
- To identify Gifted and talented students and enrich their learning across all Learning Areas
We have successfully introduced and resourced an ongoing and expanding withdrawal enrichment program that runs across the school and learning areas.

- To use the school’s outstanding Arts Program in Gifted and Talented Learning Programs
  A Photographic Exhibition was developed by a withdrawal group of students. The General Visual Arts Program offers capacity for enrichment and challenge throughout the courses.

- To implement Indigenous and Cultural Studies Program
  Harmony and Sorry Day activities arranged in 2014. Acknowledgement of Indigenous Ownership at all School Assemblies.

- To implement a Whole School Values Program
  Staff have selected 10 key Values. These are taught and discussed by teachers in class and highlighted at each assembly.
  RESPECT, FRIENDLINESS, RESPONSIBILITY, TOLERANCE, SELF DISCIPLINE, INTEGRITY, COURTESY, COMPASSION, PERSEVERANCE, ASSERTIVENESS.

Parents and Community

- To engage students and the community in school and regional based sustainability programs.
  The Green Scene Committee still meets and has full P&C support. Worm farms and composting introduced. Students involved with Millennium Kids and a number of community fundraising events.

- To promote our School History
  The P&C is working with members of the broader community to develop and build an Alumni Association.

- To engage students and community in school and regional based health promotion programs

Governance and Decision Making

- To send clear and consistent messages from the school & classrooms to the community
  Standardised messages to parents from Class Meetings. Introduced Class Representative meetings conducted early each term

- To engage, understand, implement and report on the Australian Curriculum, in accordance with DETWA agreed roll out timeline
  Staff are engaging with and implementing the WA Curriculum and Assessment Outline in accordance with SCASA and DETWA policy.

Support for Staff

- To have staff use ICT skills and equipment to supplement their class learning programs
  Staff have continued to engage in outsourced and internal professional development in the use of Interactive Whiteboards and iPads.

- To upgrade the computer network, infrastructure and hardware
  A replacement schedule has been developed and is being followed.

**Attendance Overall Primary**

<table>
<thead>
<tr>
<th></th>
<th>Non-Aboriginal</th>
<th>Aboriginal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Like Schools</td>
<td>WA Public Schools</td>
</tr>
<tr>
<td>2012</td>
<td>94.3%</td>
<td>95.4%</td>
<td>93.3%</td>
</tr>
<tr>
<td>2013</td>
<td>94.2%</td>
<td>95.7%</td>
<td>93.7%</td>
</tr>
<tr>
<td>2014</td>
<td>93.9%</td>
<td>95.2%</td>
<td>93.2%</td>
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**Community Survey Results**

In 2014 a Community survey was conducted, attracting a return rate of approximately 30% from parents and 50% of staff. 39 out of 49 Year 6 and 7 students responded. In a sentence, overall we have a satisfied student body, staff and community with concerns about communication, performance management and the fairness of some rules.

**Students**

Like our school.
Believe Teachers:     Explain well.
                      Sometimes don’t listen.
                      Have high expectations
Feel safe.
Feel that sometimes they are treated unfairly.
Feel that sometimes other students misbehave.

Parents
93% know their children like coming to school.
98% of their children feel safe.
88% believe teachers expect the best from their children.
42% believe provide useful feedback.
64% believe the school meets their child’s learning needs.
55% of parents know the direction of our school.
51 % believe we are developing their child’s talents.
69% are satisfied with their child’s educational program.
78% are satisfied with the overall performance of the school.

Future Actions
- Maintain focus on developing and implementing Whole School Practices in the areas of Writing, Spelling, and Mathematics.
- Focus on Grammar Teaching strategies.
- Apply to the ILNP Project to access additional support and guidance in curriculum development and teacher pedagogy.
- Continue with Higher Order Thinking enrichment activities and enhance with enrichment programs in other areas.
- Maintain resourcing for MULTI LIT program.
- Investigate the implementation of a broader suite of data collection tools.
- Focus some professional learning on giving and receiving feedback

Finance

<table>
<thead>
<tr>
<th>Revenue:</th>
<th>Cottesloe Primary School</th>
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<tbody>
<tr>
<td>Previous Year Closing Balance Brought Forward</td>
<td>$56,497.30</td>
</tr>
<tr>
<td>Current Year Budgeted Revenue</td>
<td>$437,334.05</td>
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<tr>
<td>Actual Revenue Received</td>
<td>$437,333.87</td>
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<tr>
<td>Revenue Shortfall/Surplus</td>
<td>$0.18</td>
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<tr>
<td>Revenue Collected as a % of Current Budget</td>
<td>100.0%</td>
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<tr>
<td>Total Funds Available</td>
<td>$493,831.17</td>
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<table>
<thead>
<tr>
<th>Expenditure:</th>
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<tbody>
<tr>
<td>Current Year Budgeted Expenditure</td>
<td>$462,372.50</td>
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<tr>
<td>Actual Expenditure</td>
<td>$426,455.77</td>
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<tr>
<td>Expenditure Remaining</td>
<td>$35,916.73</td>
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<td>Unallocated Expenditure Budget</td>
<td>$31,459.00</td>
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<td>Unallocated as a % of Total Funds Available</td>
<td>6.4%</td>
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<tr>
<td>Actual Expenditure as a % of Budgeted Expenditure</td>
<td>92.2%</td>
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## Destination Schools

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Shenton College</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>John Curtin College Of The Arts</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Perth Modern School</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Scotch College</td>
<td>1</td>
<td>1</td>
<td>2</td>
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</table>

<table>
<thead>
<tr>
<th>Year 6</th>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
<td>Shenton College</td>
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<td>8</td>
<td>19</td>
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<tr>
<td>Presbyterian Ladies College</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Scotch College</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>St Hilda’s Anglican School - Girls</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>John Curtin College Of The Arts</td>
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<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Aquinas College</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Balcatta Senior High School</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Iona Presentation College</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>John Xxiii College</td>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Kent Street Senior High School</td>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Perth Modern School</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

## Professional Learning and Expenditure

All staff completed a minimum of seven days (pro rata of the full time work allocation) Professional Learning in 2014, equating to a minimum spend of $68000. This figure includes the cost of employing staff to attend professional learning, course and associated costs.

### Areas of Professional Learning included:

- Familiarization with the Australian Curriculum- Mathematics, Science and English
- Whole School Beliefs about Teaching and Learning.
- Developing whole of school approaches for teaching Numeracy.
- Developing whole of school approaches for teaching Literacy.
- iPads in the Classroom.
- Incorporating Literacy through Literature.
-AITSL Professional Teacher Standards.
- School Curriculum and Standards Authority.
- Enrichment planning at Cottesloe Primary School.
- Moderation for Student Reporting.
- Independent Public School discussions.

Non-Teaching staff were involved in most of the above activities as well as School Inductions, stress management and industrial requirements.