



Cottesloe Primary School Annual Report 2017

Our 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.

Strategic Pillars as stated in our Business Plan.

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.

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 within facilities that are up to date and suitable for purpose.



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Students and staff will be adequately resourced physically, financially and professionally 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.

This report will include:

Messages from the Principal and School Board Chair.
NAPLAN Performance with Comment.
Progress on Targets and Annual Milestones
Student Attendance and destination data.
2017 Budgets and Accounts.
Professional Development Report.
2018 Future Actions

Message From the Principal

2017 saw Cottesloe Primary Celebrate its 120th Year Anniversary.

It was a year of celebrations, community building and growth. The School participated in two reviews; The Department of Educational Services (DES) Review and an Expert Review Group (ERG) audit.

The DES Review examines the school's performance, planning and documentation, and compares this to the outcomes of the school's Business Plan. The ERG team analyse system wide school data, school practices and performance and provide recommendations on ways to improve aspects of the school's performance. Both Reviews identified the key strengths of the school as: its culture, community participation and engagement – aspects of our school we have worked hard to develop and improve, features we are very proud of.

Recommendations from both reviews are briefly outlined in this report. The 2018 to 2021 Business Plan responds to the recommendations and outlines targets and strategies for implementation over the life of the plans.

The school commenced with an opening enrolment of 359 students. The Graduation cohort was one of the largest in many years with 44 students completing their primary school education at Cottesloe Primary, a great indication of confidence in our school from the community. Cottesloe Primary students once again were very successful in gaining places in selective Public School Programs (GATE) and Scholarships to Independent Private schools. This year, XX were chosen to be a part of these special programs. We also had a number of Year 4 Girls selected for academic scholarships and about 15% of the year 4 cohort selected for PEAC courses! Cottesloe students are performing well.

The school's programs throughout 2017 focussed on:

- English – word study and writing, developing school wide approaches;
- Explicitly teaching students how to infer, using literature as the vehicle;
- Maintaining MULTILIT resourcing, building volunteer base;





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- Maintaining Levelled Reader resourcing;
- Build a base of Phonetic Readers for beginning readers;
- Promoting enrichment programs including *Habits of Mind* and *Critical and Creative Thinking*;
- Improving students' test taking stamina.



Throughout the year a number of significant events that will have a lasting impact on the school – took place. The most noticeable being the renovation and construction of our new administration wing.

Those of you who were familiar with the old facilities would remember how unfit for purpose they were. We now have vibrant, contemporary spaces that are synonymous with quality education for 21st century students and teachers.

The P&C completed stage one of the covered area enclosure by focusing their funding on the covered walkways. The covered

walkways were completed after being talked about for nearly 20 years!

The **120th Avenue of Trees** was established by students in their class groups planting the trees. This special occasion was also marked by a traditional Aboriginal Smoking Ceremony.

Our 120th Year has been full of highlights:

- Leadership Camp, for Year 6 students;
- Winning the Championship Shields at Interschool Swimming and Athletics Carnivals;
- Excursions and school visits focussing on History, Science, Maths and Writing; and
- School "Colour" Fun Run and the sliming of 3 teachers after achieving fund raising targets!

For many years our school has excelled at providing a quality high care culture. Our next challenge is to enhance our excellence by focussing on a culture of improvement and high performance.

Graham Dart

Message from the School Board Chair

It is pleasing as School Chair of Cottesloe Primary to be able to reflect on all the positive changes we have made throughout what has been a very busy and productive year as we have continued to strive for excellence.

The Board, School Leadership, Teachers and Staff were all actively involved in both the IPS Review and ERG Review. The combined reviews have allowed us to have an independent assessment of how the school is operating and the results we deliver. Both reviews have commended many areas we are performing well in including the participation and engagement of our community and the positive culture which students, staff and our community have all contributed to. What was highlighted was the need for a much higher focus to be placed on learning outcomes with a whole school approach to provide consistent frameworks and learning environments for our children as they progress from year to



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year. I would like to commend the way the School Leadership, Teachers and Staff have focused on the recommendation from these reviews and are, as you read, actively working on a framework and specific outcomes to deliver on these recommendations over the next two years.



Across the campus you will notice significant change that occurred in 2017 in our oldest building and the extension of the undercover walkways. In 2018 The board will continue to work closely with the School and P&C to continue to upgrade facilities around our school in line with our campus master plan.

Julie Colvin
Board Chair

2017 NAPLAN Performance

NAPLAN Performance with Comment

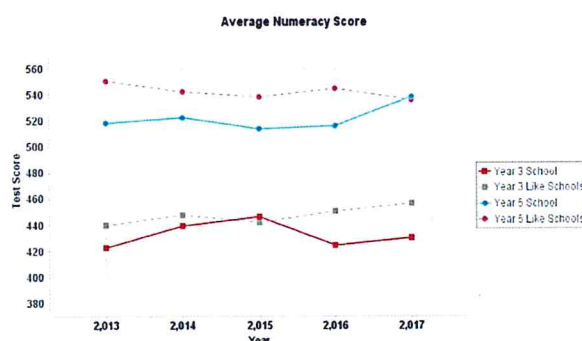
The following set of graphs show the average scores of different cohorts of students at Years 3 and 5. The school uses this data to look for trends and to watch progress between similar cohorts ie the 2015 Year 3 scores can be compared to 2017 Year 5 scores. We aim to see our school performance line 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. The numbers of students in a cohort can also significantly affect the school average test scores.

Numeracy

Results Numeracy scores show improvements and closing the gap between "like Schools" average scores. For the first time in 4 years, Numeracy Scores have exceeded average numeracy scores in Year 5, continuing the improvement trend.

Analysis Comparing data from various sources shows the progression of the Year 5 cohort has matched or exceeded the Like School cohort. The result in this category is pleasing as the students in Year 3 and 5, across two groups, have demonstrated improvement

Action Staff will continue to use the WA Curriculum and Standards Framework for planning and as a focus for discussion in Collaborative planning groups. Staff will implement a whole school assessment regime to allow for collection and analysis of comparable school wide numeracy data.



Reading

Results In both Year 3 and 5 student scores have continued to improve, with Year 3 average scores exceeding the like school cohorts. The Year 5 averages is below the Like School

Analysis The introduction of the Levelled Readers in the Junior Year levels was predicted to improve the achievement levels in Year 3 and this has clearly happened. The progress as measured in NAPLAN scores, from Year 3 to Year 5, indicates our students did not progress as much as Like Schools

Action The continued implementation of Levelled and





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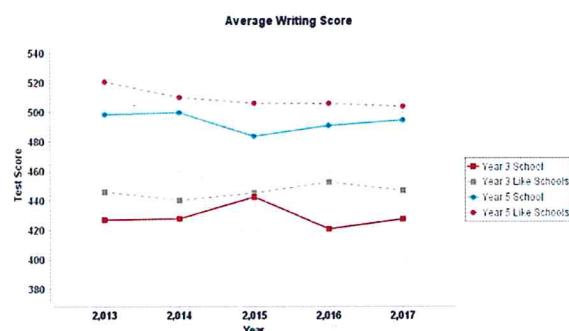
Phonic Readers in the Junior Years will see a firm base on which to build more technical reading skills in later years. Teachers will maintain focus on explicitly teaching “inference skills” through literature to enhance higher levels of comprehension.

Writing

Results Average scores continue to improve when compared to like schools but are still below their level. In Year 5 the percentage of students in the top two Bands was equitable to Like Schools.

Analysis Writing average scores in the Year 3 area have continued to challenge staff and programs. Average scores have improved with the 2017 difference between like schools and Cottesloe Primary being 9 points for Year 5 and 19 Points for Year 3.

Action Teaching staff will adopt a whole school approach to writing, investigating, trialling and implementing the most appropriate program and tracking performance through a school wide assessment program.

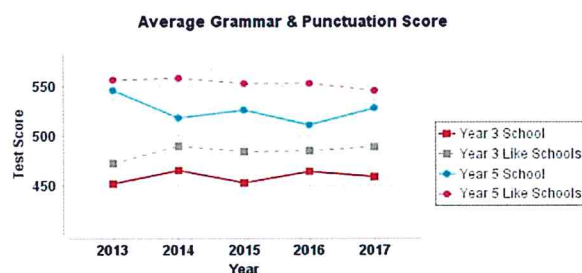


Punctuation and Grammar

Results Cottesloe students in both assessed year levels have not performed at the same level as like schools

Analysis In Year 3 more students were in the top bands, compared to last year- matching Like School Performance. The School average mark for punctuation in the writing section of NAPLAN were comparable to similar schools. Based on last year's findings, students in the older grades were given opportunities at responding to NAPLAN style of questioning, with the Year 5 average scores improving to be within 20 NAPLAN points.

Actions Through the word study program, teachers will have a greater focus on grammar. Punctuation will be explicitly taught in the context of writing sessions.

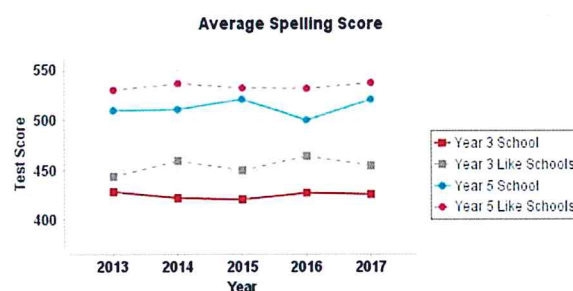


Spelling

Results Cottesloe students in both assessed year levels have not performed at the same level as like schools

Analysis Students fall and stay behind their like school peers in spelling but the results do consistently “bounce” in Year 5.

Actions Synthetic phonics based spelling programs, commencing in Kindergarten are to be implemented across the school.



Performance against our Business Plan Targets

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.

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.

It was discussed and agreed with the School Board that measuring this target was not providing any valuable data which could be acted upon to improve school performance.



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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	30%	52%	64%	4%	2%
Reading	44%	65%	69%	2%	3%
Writing	30%	58%	71%	0%	1%
Spelling	23%	46%	65%	2%	5%
Punct Gram	28%	68%	78%	10%	5%
Year 5					
Numeracy	51%	55%	53%	11%	2%
Reading	43%	54%	62%	12%	3%
Writing	34%	23%	30%	9%	7%
Spelling	26%	46%	55%	3%	3%
Punct Gram	43%	48%	54%	9%	10%

Comment Achievement Targets 1 and 2

Over time, we have reduced the gap between Like Schools and Cottesloe Primary percentages in the Top Bands of Achievement. We succeeded in surpassing the standard in Numeracy, Year 5. In all but other area the school was within 15% of the standard, which equates to approximately 3 students. Comparing our baseline achievements from 2015.

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.

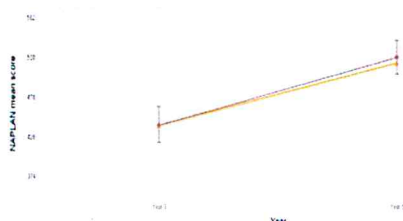
Comment Achievement Target 3

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, we performed to the standard expected in 7 areas. The 2017 results show improved performance compared to 2015 and 2016. Our strategies are bringing improvements.

	Year 3	Year 5
	2017	2017
Numeracy	-0.9	0.4
Reading	0.1	-1.4
Writing	-1.1	-0.5
Spelling	-1.1	-0.2
Grammar & Punctuation	-1.0	-0.2

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)
Numeracy

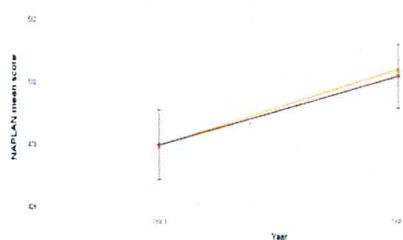


This graph shows that Cottesloe Students achieved to a slightly lower level than students who started at the same starting point over the previous two years



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Reading



Band 3
 Band 2
 Band 1
 Band 1
 Band 4

This graph shows that Cottesloe Students achieved to a slightly higher level than students who started at the same starting point over the previous two years.

Writing



Band 2
 Band 1
 Band 1
 Band 4
 Band 3

This graph shows that Cottesloe Students achieved to the same level than students who started at the same starting point over the previous two years.

Comment Achievement Target 4

The target was achieved in 2 of the 3 areas. Reading achievement was slightly less than what was planned for.

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

The testing regime was implemented in 2016 with bench marks established.
The testing regime will be refined and expanded to include Mathematics in 2018.

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)

Actioned.

This strategy is continuing to allow us to identify students to ensure appropriate interventions are targeted and timely.

2015 -2017 Non-Academic Targets

Non Academic Achievement Target 1

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

Primary Attendance Rates			
Attendance Rate	School	Like Schools	WA Public Schools
2013	94.2%		92.6%
2014	93.9%		92.1%
2015	94.9%	95.3	92.7%
2016	95.9%	95.5	92.6%
2017	94.7%	95.6	92.7%



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Student attendance is quite consistent and is similar to "like schools". Processes for parents to seek approval for in term vacations has been implemented.

Destination Schools Year 6 2017

School	No of Students
Aquinas	1
CBC Fremantle	1
Christchurch Grammar School	11
Fremantle College	1
Iona	2
John XX111	1
John Curtin College	1
Perth Modern School	1
St Hildas	8
PLC	3
Scotch College	2
Shenton College	9
International	1
Interstate	2
Total	44

Problem Solvers.
Confident.
Creative.
Successful.

The 2017 Graduating Class is the largest for a number of years, indicating growing confidence in the school, the programs and Staff. The 2018 cohort is a historically small cohort so the 2018 Graduating Class will be smaller. Overall, a greater number of students are completing their Primary Schooling at Cottesloe Primary.

Non - Government Boys and Girls High Schools take the largest number of our Graduates, where our studentss are highly regarded, as evidenced by correspondence from these schools, acknowledging the high standards and qualities Cottesloe Primary Students exhibit.

Non-Academic Achievement Target 2

Maintain and improve student, parent and staff satisfaction survey results.
Staff, Students and parents were last surveyed in 2016.

The data collected indicated increasing levels of satisfaction with the school culture and communication.

100% believe their child likes coming to school compared to 93% in 2014.
100% of children feel safe compared to 96% in 2014
88% believe teachers provide useful feedback compared to 42% in 2014
79% believe we are equipping their children to solve problems.
83% believe Deputies and Principal are responsive.
83% are satisfied with the performance of the P&C.
89% believe the P&C effectively communicates its funding goals.
44% believe teachers could communicate more
89% are satisfied with the overall performance of the school compared to 78% in 2014



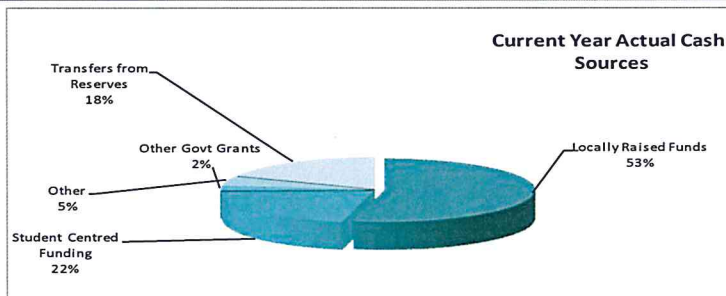
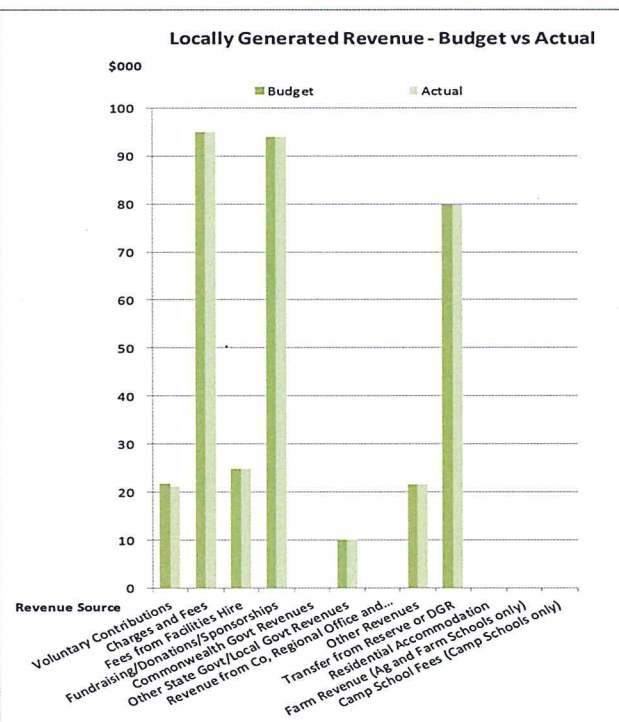


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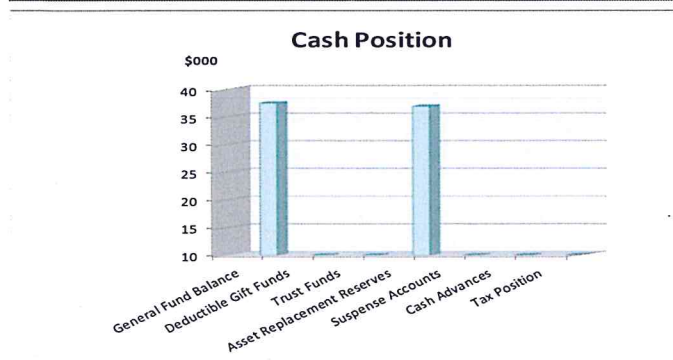
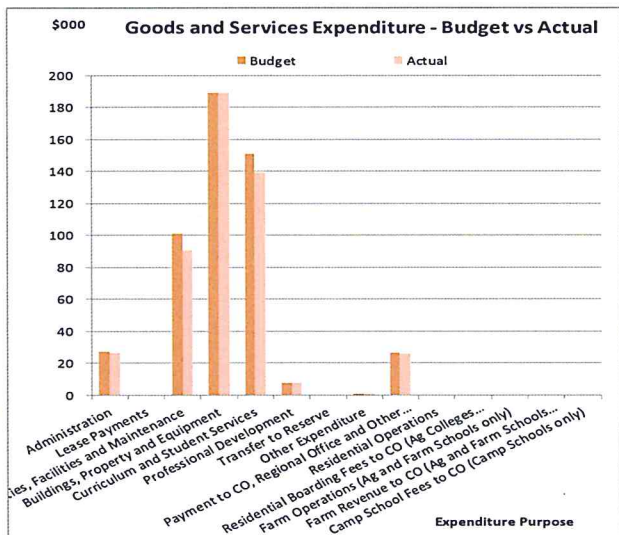


Cottesloe Primary School Financial Summary as at 16 February 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 21,636.00	\$ 21,108.00
2	Charges and Fees	\$ 95,072.00	\$ 94,981.27
3	Fees from Facilities Hire	\$ 24,864.00	\$ 24,863.66
4	Fundraising/Donations/Sponsorships	\$ 94,012.00	\$ 94,011.99
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 10,000.00	\$ 10,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 21,537.59	\$ 21,507.96
9	Transfer from Reserve or DGR	\$ 79,803.60	\$ 79,803.56
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 346,925.19	\$ 346,276.44
	Opening Balance	\$ 75,798.39	\$ 75,798.39
	Student Centred Funding	\$ 94,668.42	\$ 94,668.30
	Total Cash Funds Available	\$ 517,392.00	\$ 516,743.13
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 517,392.00	\$ 516,743.13



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 26,941.00	\$ 26,673.61
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 101,107.00	\$ 90,651.30
4	Buildings, Property and Equipment	\$ 189,122.60	\$ 189,100.67
5	Curriculum and Student Services	\$ 150,465.00	\$ 139,009.25
6	Professional Development	\$ 7,313.00	\$ 7,312.98
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 550.00	\$ 553.82
9	Payment to CO, Regional Office and Other Schools	\$ 26,233.00	\$ 25,890.75
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 501,731.60	\$ 479,192.38
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 501,731.60	\$ 479,192.38
	Cash Budget Variance	\$ 15,660.40	



Cash Position as at:	
Bank Balance	\$ 72,386.23
Made up of:	\$ -
1 General Fund Balance	\$ 37,550.75
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 36,951.48
5 Suspense Accounts	\$ -
6 Cash Advances	\$ -
7 Tax Position	\$ 2,116.00
Total Bank Balance	\$ 72,386.23



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2017 Professional Learning

All staff completed a minimum of seven days professional learning, equating to a dollar value of approximately \$78000. This cost includes the cost of staff attending the professional learning and is not inclusive of course costs nor costs borne by staff undertaking their personal professional learning.

In 2017 topics of Professional Learning included:

Data literacy.

Mindfulness.

Teaching Inference through Literature
Habits of Mind

Writing

Principal's Summary

Cottesloe Primary has the staff, the Vision and the will to move forward in the best way to respond to our students' needs and community's expectations.

The 2017 Annual Report points out the improvements in curriculum and the success of our performance against our 2015 to 2017 Business Plan. The parents and carers from the Cottesloe Primary School Community have shown increased levels of satisfaction about the school and their children's performance and participation. The Findings from the IPS and ERG Reviews confirm our intention to continue with implementing whole school approaches to curriculum delivery and assessment will support our students to achieve and our school to perform to the high standards expected. Our focus on High Performance whilst maintaining our positive culture of High Care, will drive our direction and planning, ensuring our students demonstrate Excellence in Learning, Thinking and Character.



IPS Review Findings

The school has processes and structures in place to facilitate improved student learning. School leaders, staff and the board demonstrated a keen commitment to achieving the targets of the Business Plan. Review of the implementation of the DPA and the achievement of the business plan targets has been systematic and thorough.

There is a developing whole-school culture of commitment to achieving the targets. Changes in the staff cohort and leadership team have generated a developing culture of high expectation of staff and students to underpin the school's endeavours. Greater focus on whole-school and collaborative processes, fostering distributed leadership, coordinated whole-school data collection and analysis by staff to provide regular and systematic measurement of progress may lead to improved outcomes.

Parent meeting and parent survey data show there is a high degree of mutual respect and trust in the school. Parents informed the reviewers they have confidence in the school to provide support for their children through a safe, inclusive and holistic educational environment. They are satisfied the school facilitates development of a broad range of skills for their children who are given a sound foundation for success in their secondary education.

ERG Finding

Low level student performance in a number of areas over recent years in comparison to Like Western Australian public schools resulted in the commissioning of this review.

Acknowledgement of the work undertaken by the school's leaders to establish strong relationships as a foundation for parent satisfaction with the learning environment is universal.

However, while parents and the school community acknowledge these efforts, the school must redefine its focus to address high academic performance.

Under the direction and insistence of the leaders, staff must now complement the perception of high care with the establishment of a high performance culture of improvement.

This will require a commitment to the understanding, alignment and implementation of agreed school-wide processes.



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Planning and assessment aligned to needs evident in achievement data and accompanied by monitored intervention will be essential in addressing and improving the school's performance. Processes for monitored intervention and an evidence-based self-assessment culture will focus attention on progress and what matters most in this pursuit.

Actions for 2018

Develop a Plan to respond to the ERG and IPS Reviews. Due to the timelines set, these actions will be implemented over a two year period.

Develop a whole school approach to English and Mathematics to improve student performance; streamline teaching strategies in particular with Word Study and Writing

Undertake professional learning and professional conversations to improve data collection, analysis and implementation to inform planning and teaching.

Enrich academic achievement for all students.

Develop a sequential approach to explicit teaching of ICT skills and knowledge.

Consistent application of Managing Student Behaviour Policy.

Develop a mindfulness approach to support the academic learning and emotional well-being.

Develop a new Business Plan with a common vision which is shared and endorsed by the whole school community.

Develop a model of distributive leadership.

