



Cottesloe Primary School Annual Report 2022

2022 Annual Report

I thank you for reading Cottesloe Primary School's Annual Report.

The report includes:

1. Messages from the Principal and School Board Chair
2. Progress on targets and annual milestones
3. NAPLAN performance with comment
4. Student attendance and destination data
5. 2022 budgets and accounts
6. Professional development report
7. 2023 future actions

A message from the Principal

Throughout 2022 the school continued to implement the 2021 to 2023 Strategic Plan. The Strategic Plan provides guidance to the School Leaders in when developing annual Operational Plans, which describe strategies and provide check points to implement and monitor the progress of the Strategic Plan.

Cottesloe Primary is committed to offering all students pathways to future success. Our K to 2 programs equip students with skills, capabilities and mindsets to enable them to successfully engage in schooling. Our middle primary years focus to further develop students' academic and interpersonal skills, builds confidence and the resilience needed to successfully tackle the challenges of secondary and tertiary education. We provide a solid foundation for these pathways. Our goal is to offer students pathways to future success through a quality, innovative and inclusive education. An education that delivers excellence in learning, develops critical and creative thinking and fosters strength of character and compassion.

Strategic Goals... (Our Success will:)

- Raise student academic standards.
- Raise profile, knowledge and integrated use of ICT and STEM skills across the curriculum.
- Improve understanding of the histories, cultures, languages and perspectives of Aboriginal people.
- Enhance student and staff wellbeing.
- Develop teacher efficacy and develop teachers as leaders.

2022 was a challenging year, with the impact of COVID on staffing and attendance being felt more keenly than in previous years. For example, during NAPLAN Testing Week one of our Year 3 classes had attendance of only 8 students on some days, requiring students to complete catch up testing on subsequent days. Along with student absences, staff absences were also up and for longer durations, as required by COVID protocols. The Department of Education has recognised the impact of COVID on student achievement and progress and has not released any comparative NAPLAN data for the 2022 year. For the purposes of comparison, as required, I have chosen **My School** data sets, comparing Cottesloe Primary to **National** "Like Schools". The NAPLAN results provided staff with many points to reflect. The performance was below what we were expecting. The gaps highlighted through NAPLAN assessments were investigated, and where necessary, re taught. Further school based assessments gave reassurance we were addressing the needs of our students and making progress and achieving to standard. After a full review, I remain confident the school remains on track to achieve its long term goals.

In spite of the unpredictable landscape, Cottesloe Primary staff and community continued to offer broad and rich learning opportunities and safe, positive environment for students to thrive in.

Some highlights include:



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- school data indicates continued progress and high standards of achievement across assessed areas in spite of disruptions.
- leadership camp to Busselton proved extremely beneficial and fun for our Year 6 students
- Year 6 Musical
- 10 out of 24 Strategies of the Strategic Plan implemented.
- 24 out of 24 strategies well under way
- Cottfather Campout to Dwellingup – over 300 participants
- 125th Anniversary Fair attracting many hundreds of visitors to the school
- 99% of Survey respondents would recommend the school to others

I am satisfied with the progress of the implementation of the Strategic Plan. Our Staff have embraced the pedagogical changes and professional learning we are implementing with students seeing the benefit of these improvements. We are making progress on set targets and milestones with nearly 50% of our strategies implemented and 100% well underway. When 99% of school families say they would recommend the school and 96% of students say they enjoy coming to school, the school has many things to celebrate – and still a few things to work on.

Graham Dart
Principal

A message from the School Board Chair

2022 will undoubtedly be remembered as the year that COVID hit WA. Most of our school community experienced infections and absences. However, our administrative team and teaching staff handled the disruptions admirably, and students' education continued relatively uninterrupted.

Over a broader timeline, we are six years on from our Expert Review Group, and two years into our Strategic Plan. The school maintains excellent momentum on its improvement plans, regularly reporting to the board progress on pedagogical changes and evidence-based, whole-school approaches. We have seen the results of this improvement in the last few years' academic testing and comparable NAPLAN data.

Our close-knit school community continued to thrive in 2022. The P&C lead another big year of fundraising and social events, culminating in a hugely successful School Fair. Thanks to the hard work of a very dedicated team of parents, this was wonderful community event – not just for our families but for the residents of our surrounding Shires.

In 2022 we also achieved some practical improvements for the school. Our new crossing on Johnston St became operational with the hiring of our Crossing Guard Mal. Many students' day now starts with a safe road crossing and a smiley greeting from Mal. We changed the names of our school factions to Noongar terms, in recognition of the traditional custodians of the land on which the school sits. We also updated our faction shirts, based on parent feedback, to make them more washable.

The Board has also completed a vision for the redevelopment of the Kindy and Pre-Primary playgrounds and the major entrances and thoroughfares through the school. We have dubbed this vision "The Beeliar", a Noongar term related to the passage of water. We are hugely grateful to parents Kelly Rattigan and Justin Owen for their professional assistance. Achieving this vision will be a large, multi-year project, but we are pleased to have a focus for fundraising and improvement efforts.

In 2023 the school Board will continue its role reviewing school objectives, plans and performance, and endorsing and reviewing the school budget and charges. We will give particular focus to progressing the first stage of the Beeliar vision.

Melanie Love
School Board Chair



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Every Student. Every Classroom. Everyday.

Cottesloe Primary is committed to offering all students pathways to future success. Our K to 2 programs equip students with skills, capabilities and mindsets to enable them to successfully engage in schooling. Our middle primary years focus to further develop students' academic and interpersonal skills, builds confidence and the resilience needed to successfully tackle the challenges of secondary and tertiary education. We provide a solid foundation for these pathways.

Our goal is to offer students pathways to future success through a quality, innovative and inclusive education. An education that delivers excellence in learning, develops critical and creative thinking and fosters strength of character and compassion.

Values

Excellence.	high expectations for all students and staff
Integrity.	always stay strong to our school values
Respect.	demonstrate dignity, compassion and consideration for ourselves and others
Perseverance.	demonstrate the effort to do something even if it is difficult
Kindness.	Demonstrate the qualities of friendliness, generosity and consideration

Strategic Goals... (Our Success will:)

Movement and Improvement

- Raise student academic standards.

Future Learners

- Raise profile, knowledge and integrated use of ICT and STEM skills across the curriculum.

Embrace Aboriginal Culture and Perspective

- Improve understanding of the histories, cultures, languages and perspectives of Aboriginal people.

Mind and Body

- Enhance student and staff wellbeing.

Aspiration and Inspiration

- Develop teacher efficacy and develop teachers as leaders.



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Strategic Plan Tracker 2022 Update

2021 2022

Movement and Improvement

Our Success Will raise standards across the curriculum.

Strategy 1

Embed whole-school plans for sequenced delivery of the Western Australian Curriculum across the curriculum.

Strategy 2

Use agreed whole-school, evidence-based approaches and practices.

Strategy 3

Use student academic progress and achievement data to develop case management planning aligned to the individual needs of students.

Strategy 4

Implement whole-school approaches to teaching Mathematics with a focus on the four proficiencies.

Strategy 5

Develop and implement key principles and strategies for the teaching of Reading.

Future Learners

Our Success Will develop students and staff to be curious and adaptive

Strategy 1

Leadership in Technologies

School leadership establishes and facilitates the technological vision for the school and leads and supports all aspects of implementation and change.

Strategy 2

Professional Learning

Support teachers to develop and embrace digital capabilities, and effectively integrates these technologies into teaching and learning, providing authentic opportunities for students to grow in an increasingly complex world.

Strategy 3

Teaching and Learning

Implement contemporary and emerging technologies to expand curriculum learning opportunities for students to

- become innovative and adaptive thinkers with a curiosity for learning
- develop their digital technology skill sets and use STEM processes to develop as critical and creative thinkers.

Strategy 4

Infrastructure and Technical Support

Provide an infrastructure which is effective, reliable, flexible and accessible anywhere, anytime for all.

Strategy 5

Ethical, responsible use of digital technologies

Build a culture of ethical safe and responsible use of technologies.

Strategy 6

Learning Communities



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Use technologies to extend learning beyond the school to support and connect students, staff, school community and the wider community.

Embrace Aboriginal Culture and Perspective

Our Success Will improve understanding of the histories, cultures, languages and perspectives of Aboriginal people.

Strategy 1

Provide opportunities to deepen Staff's knowledge and understandings of Aboriginal histories, cultures, languages and perspective

Strategy 2

Provide opportunities to deepen students' knowledge and understandings of Aboriginal histories, cultures, languages and perspectives through delivering considered, focused content within Western Australian Curriculum learning areas and aligned to the cross-curriculum priority.

Strategy 3

Establish and nurture relationship with local Aboriginal groups.

Strategy 4

Build the school's resources to support to implementation

Mind and Body

Our Success Will enhance student and staff wellbeing.

Strategy 1

Focus on mental health and emotional wellbeing of the school community with the emphasis on resilience.

Strategy 2

Implement whole-school approaches to support emotional wellbeing.

Strategy 3

Develop the Cottesloe Whole School Behaviour Support (based on the WA Positive Behaviour Support) to enhance the school's culture.

Aspiration and Inspiration

Our Success Will develop teacher efficacy and develop Teachers as Leaders

Strategy 1

Further develop and implement a leadership strategy that gives opportunities for teacher leaders and aspirant leaders.

Strategy 3

Build a collaborative culture where teachers and allied professionals work in teams to increase the efficacy and impact of teaching.

Strategy 4

Consolidate explicit teaching model.

Strategy 5

Implement a school based Teacher Leadership development program to build confidence and skill of Teacher Leaders

Strategy 6

Implement the Future Leaders Framework with the Shenton Network to identify and support Emerging Leaders.



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2022 NAPLAN Performance and Student Progress

The graphs below show student performance compared to Like Schools performance in a format which will allow comparison. Department of Education WA has not released comparative data for 2022 due to the reliability of data. For the purpose of comparison, I have used **My School website** data, comparing our school performance to Like schools from across Australia. Like schools are seen as schools that are statistically similar but not necessarily in size or location. The tables and graphs which follow, show Cottesloe Primary students averaged performance across NAPLAN assessed areas compared to the averaged performance of students at "Like Schools".

- Red, indicates performance well below expected performance
- Pink indicates performance below expectation.
- Green, indicates performance above expected performance.
- White Indicates expected performance

My School Comparative NAPLAN performance to Similar Schools Nationally 2018 to 2022

	Reading	Writing	Spelling	Grammar	Numeracy
2022					
Year 3	456	453	433	459	409
Year 5	545	510	518	539	514
2021					
Year 3	498	464	451	495	458
Year 5	547	509	530	538	533
2020	NAPLAN CANCELLED. No official results				
2019					
Year 3	470	441	432	496	448
Year 5	521	514	500	527	522
2018					
Year 3	474	444	438	469	438
Year 5	541	482	520	559	535

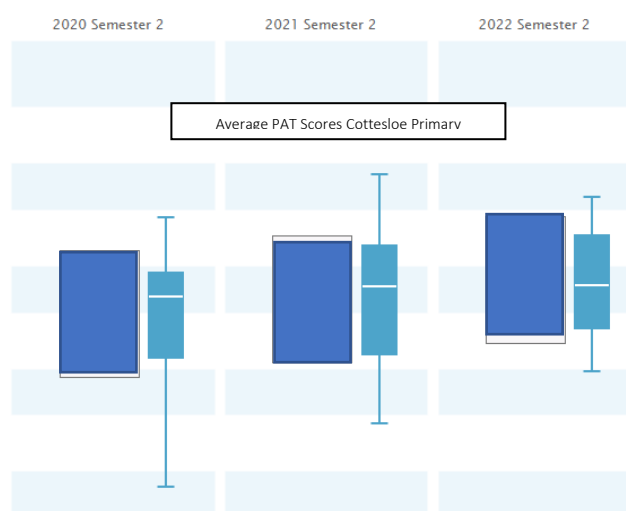
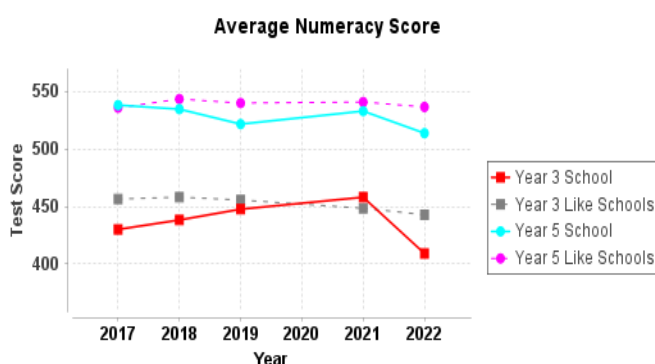
The table shows the Year 3 cohort average is below expected standard across 3 domains. This we believe is an anomaly as the results do not follow the improvement trends since 2017. Earlier in this report I described factors which affected school operations and these should be considered when looking at the data. Believing all data should be explored, Staff have reflected on this data, using it to investigate the results and teaching points of the highlighted areas to confirm if there are genuine concerns or gaps. Teachers have responded appropriately to their findings.

The Year 5 cohort performed as expected, when compared to like schools from across Australia. The table shows since 2018 the strategies, approaches and programs we have adopted since 2016 have had a positive impact on student achievement.



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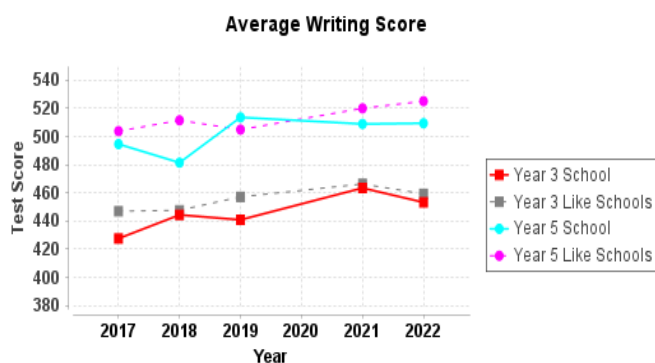
The following graphs reflect the average NAPLAN scores for assessed NAPLAN Areas and compare Like Schools (in WA) average scores to Cottesloe Primary students average scores. The “plot and whisker graphs” , to the right show school wide average PAT



The graphics above show Student performance in NAPLAN Numeracy. Numeracy progress is demonstrated using school collected PAT data – 2020 to 2022.

The graphs reflect that in spite of a trend of improvement in NAPLAN performance, 2022 student performance did not match WA “Like Schools” being significantly worse in the Year 3 assessments. Investigation of the data and further investigations using school collected data show the NAPLAN assessments did not capture accurately the overall performance of the school. The NAPLAN assessment data was used to identify “gaps” in knowledge which have since been addressed by class teachers. The PAT data shows a pattern of improvement and progress in average scores, a shrinking of the “tail” but also a shrinking of the “top” This is data is guiding staff to focus more on higher performing students to add greater value to their learning.

The graphics below show Student performance and progress in Writing.



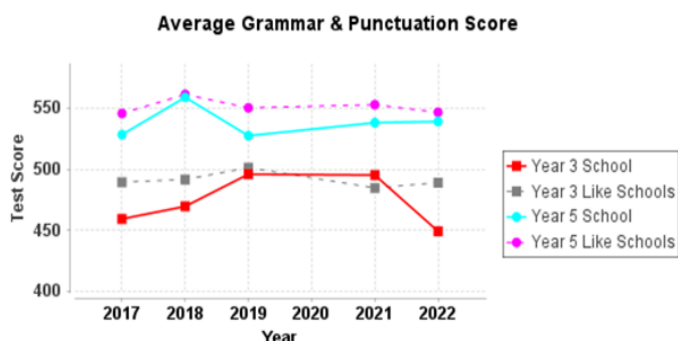
The graphics reflect there continue to be clear trends of improvement in Average scores in both the Year 3 and Year 5 students. The Year 5 data indicates students maintained the average but did not make gains on “Like Schools”. Year 3 students matched their “like School” peers but given the impacts of the disrupted testing, this acceptable result does not reflect their standard they had demonstrated on other assessments across the year. Teachers continue to focus on the Spelling

and grammar elements within the writing task assessments. Overall we are satisfied with our student’s performance in Writing.



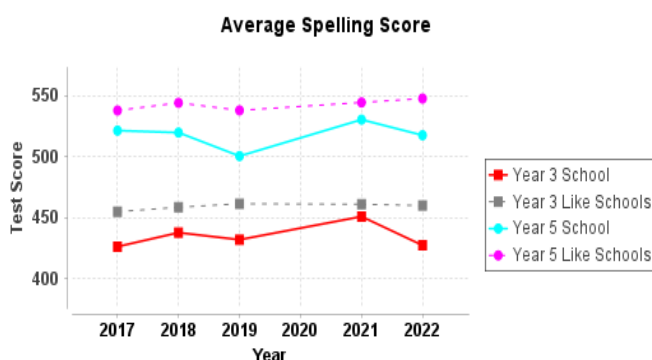
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These graphics show Student performance and progress in Grammar and Punctuation.



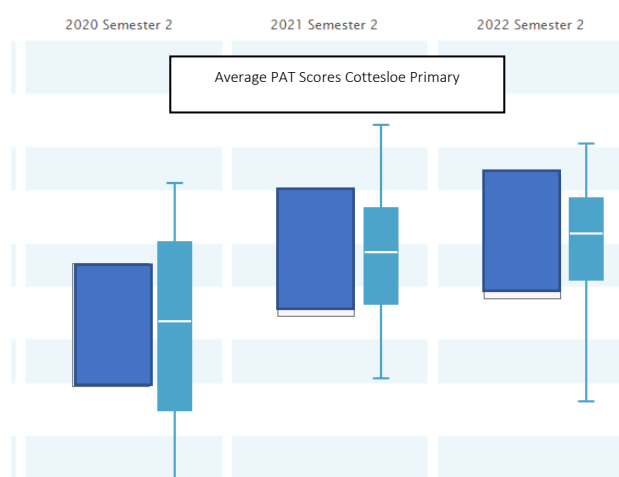
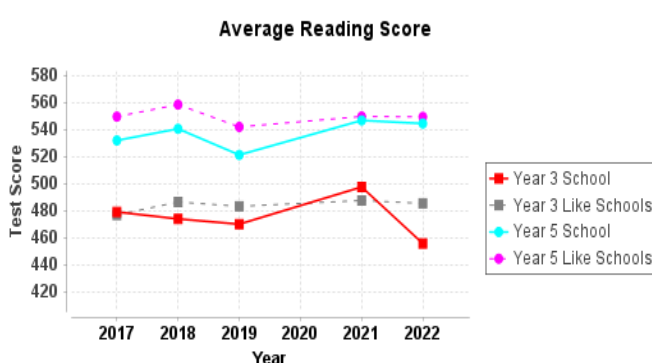
The graphics reflect there are trends of improvement in Average Scores when comparing Like Schools, since 2018/2019. It is pleasing to note the Year 5 cohort's average school was very close to "Like Schools" but the Year 3 average score, after exceeding it in 2021, dropped dramatically. The Year 3 performance this year aside, there is an improvement trend in Spelling scores.

These graphics show Student performance and progress in NAPLAN Spelling.



The graphics reflect there is a drop in Average Scores in both the Year 3 and Year 5, which is disappointing after a number of years of attaining average scores similar to "Like Schools". Overall trends continue to show improvement and school collected data continues to guide teacher focus of teaching. The trends also indicate our chosen approach to word study which is phonics based, explicit and consistent across the school is making a difference to student learning

These graphics show Student performance and progress in NAPLAN Reading



The graphs reflect that in spite of a trend of improvement in NAPLAN performance, 2022 student performance did not match WA "Like Schools" being significantly worse in the Year 3 assessments and slight reduction in Year 5. The NAPLAN assessment data was used to identify "gaps" in knowledge which have since been addressed by class teachers and other data collected through a range of assessments continues to guide teacher focus. The PAT data shows a pattern of improvement and progress in average scores across the school, reflecting the effectiveness of programs and strategies we have adopted. The school continues to investigate strategies to assist staff in improving the effectiveness of the teaching of Reading.

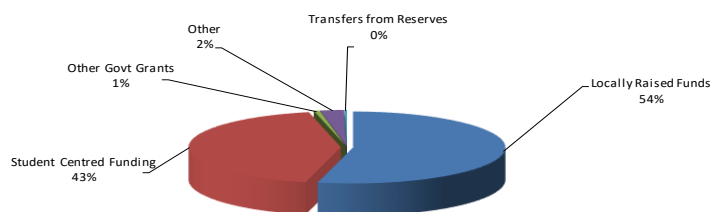


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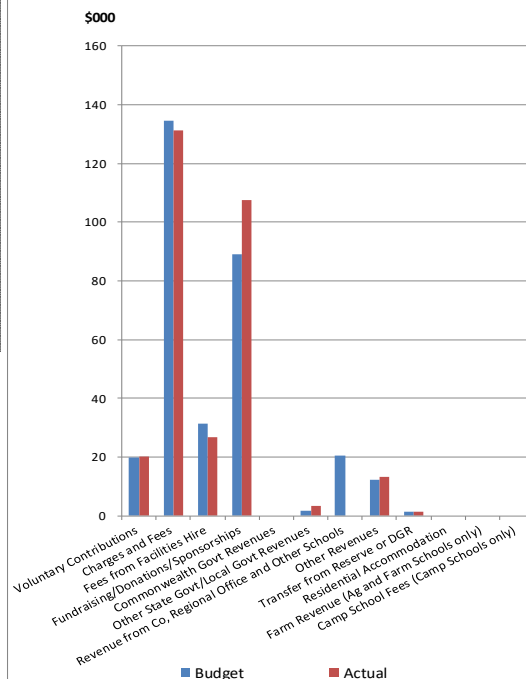
Cottesloe Primary School Financial Summary as at 31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 19,932.00	\$ 20,057.00
2	Charges and Fees	\$ 134,451.00	\$ 131,345.84
3	Fees from Facilities Hire	\$ 31,370.00	\$ 26,915.48
4	Fundraising/Donations/Sponsorships	\$ 89,115.00	\$ 107,492.91
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,650.00	\$ 3,300.00
7	Revenue from Co, Regional Office and Other Schools	\$ 20,639.31	\$ -
8	Other Revenues	\$ 12,336.00	\$ 13,263.06
9	Transfer from Reserve or DGR	\$ 1,419.00	\$ 1,419.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 310,912.31	\$ 303,793.29
	Opening Balance	\$ 7,996.91	\$ 7,996.91
	Student Centred Funding	\$ 198,258.90	\$ 228,258.90
	Total Cash Funds Available	\$ 517,168.12	\$ 540,049.10
	Total Salary Allocation	\$ 3,452,629.00	\$ 3,452,629.00
	Total Funds Available	\$ 3,969,797.12	\$ 3,992,678.10

Actual Year to Date by funding sources

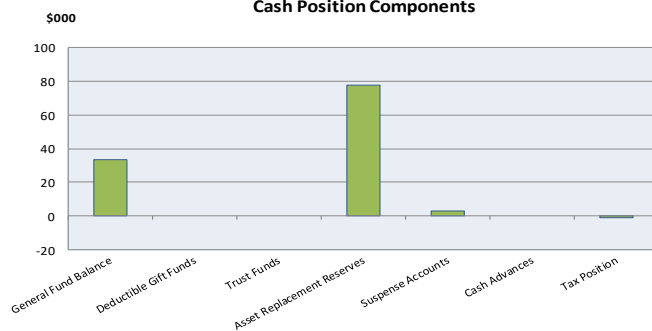


Locally Raised Revenue - Budget vs Actual

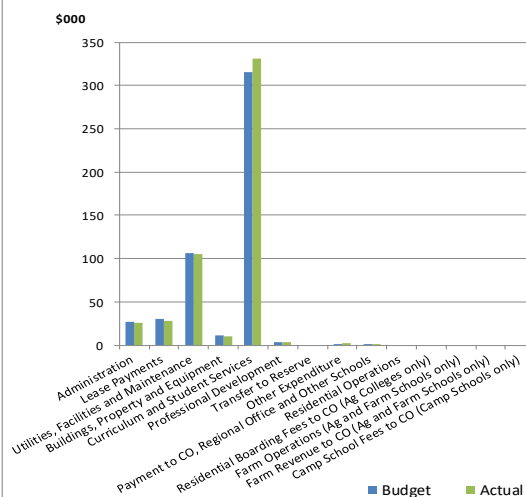


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 26,580.00	\$ 25,731.22
2	Lease Payments	\$ 30,000.00	\$ 28,154.12
3	Utilities, Facilities and Maintenance	\$ 105,865.00	\$ 105,390.10
4	Buildings, Property and Equipment	\$ 11,131.00	\$ 9,728.14
5	Curriculum and Student Services	\$ 315,786.53	\$ 331,066.53
6	Professional Development	\$ 2,971.00	\$ 3,845.81
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 220.00	\$ 2,139.01
9	Payment to CO, Regional Office and Other Schools	\$ 435.00	\$ 435.00
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	\$ 492,988.53	\$ 506,489.93
	Total Forecast Salary Expenditure	\$ 3,336,978.00	\$ 3,336,978.00
	Total Expenditure	\$ 3,829,966.53	\$ 3,843,467.93
	Cash Budget Variance	\$ 24,179.59	

Cash Position Components



Goods and Services Expenditure - Budget vs Actual



Cash Position Components	
Bank Balance	\$ 112,634.65
Made up of:	
1 General Fund Balance	\$ 33,559.17
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 77,392.48
5 Suspense Accounts	\$ 2,900.00
6 Cash Advances	\$ -
7 Tax Position	\$ (1,217.00)
Total Bank Balance	\$ 112,634.65



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Destination Schools	Male	Female	Total
Shenton College	8	8	16
Scotch College	3		3
Christ Church Grammar School	2		2
St Hilda's Anglican Sch - Girls	0	2	2
Presbyterian Ladies College		1	1
Iona Presentation College		6	6
Meville Senior High School	1		1
Duncraig Senior High School	1		1
John Curtin College of the Arts	1		1
Methodist Ladies' College		3	3
Overseas/Home Schooling	2	1	3

2022 Professional Learning

All staff completed a minimum of the equivalent, depending on their full time equivalent (FTE), seven days professional learning, equating to a dollar value of approximately \$86 000. This cost includes the teacher relief cost for staff to attend the professional learning and is not inclusive of course costs nor costs borne by staff undertaking their personal professional learning.

In 2022 professional learning topics included:

- Understanding Aboriginal history and culture
- Writing
- Sharp Reading
- Building leadership capacity

Principal's summary

2022 presented greater challenges than expected due to the impact of industrial action and absences due to the impact of COVID across the student body and staff. With these challenges the staff worked together, united with parents and carers, to respond to disruption and uncertainty to develop a climate of care and predictability, where students could feel safe physically, socially and emotionally.

Our focus on High Performance whilst maintaining our positive culture of High Care, will continue to drive our direction and planning, ensuring our students demonstrate Excellence in Learning, Thinking and Character.

Actions for 2023

- Implement strategies to enhance Reading Comprehension in the Upper Primary.
- Implement a review and develop strategies to enhance impact of Numeracy teaching.
- Develop connections and relationships with local Aboriginal people and organisations.
- Conduct NQS Review to affirm the protocols and processes of the Junior Primary