



Cottesloe Primary School Annual Report 2024

2024 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. 2024 budgets and accounts
6. 2025 future actions

Message from the Principal

I am proud that Cottesloe Primary staff and community continue to offer broad and rich learning opportunities in a safe and positive environment for students to thrive in. The implementation on the Strategic Plan 2021 to 2024 was an overall success, with hard targets achieved and strategies to ensure future success implemented. The focus of the 2025 Strategic plan will be to build on and enhance the successful strategies we have developed and implemented.

Many of the long burning infrastructure projects were negotiated and commenced with and an early 2025 completion date set for these. The Cottesloe Primary Community will be very excited to use the long-awaited bike and sport shed with the Pre Primary students enjoying a newly redesigned and grassed playground.

Cottesloe Primary Staff continued with the pedagogical change and developing more connected, whole school processes and approaches. NAPLAN data, despite being compared as lower/below like schools, data showed achievement was still above National averages. Other school wide normed data indicated our students were progressing at or above expected standards. Student academic performance and growth have continued to be comparable to other like schools. It should be noted the NAPLAN data does not indicate progress, it just compares school achievement to the achievement of schools of a similar socio – economic background. What this data does not show are other success measure like participation, satisfaction and safety, areas where Cottesloe Primary students and parents rate us highly.

Cottesloe Primary Students learn in a positive and supportive culture which challenges them to be brave, curious and successful learners.

Graham Dart
Principal

Message from the School Board Chair

2024 was a year of relative stability at Cottesloe Primary, which enabled us to make incremental improvements on several fronts. The school has completed its most recent Strategic Plan, and embedded a “whole school approach” to many areas of teaching, which is the culmination of years of work. The Board has continued to refine and improve its service to the school, reviewing our Terms of Reference and initiating a Strategic Risk Review, while continuing our regular roles in governance and financial oversight. The P&C had another successful year of parent events and fundraising, resulting in the purchase and installation of a new play space for our youngest students in the Early Learning Centre. All three groups – the school staff, the Board, and the P&C – continue to enjoy a close and productive relationship which benefits the whole community.

The most recent NAPLAN results gave the Board pause for thought, as they did not fit the school's long-term trend, nor our expectations. We interrogated the data with the school administration, and are satisfied that good student progress is nonetheless being achieved. We will continue to monitor NAPLAN results closely, but would never rely on them solely as an indication of academic success.



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We farewelled long-standing board member Brad Boyle. Brad served the school for nine years, and we benefited enormously from his legal expertise and knowledge of construction. Thanks to long, calm and positive tenures like his, our School Board enjoys a constructive, far-sighted culture. We give our deepest thanks to Brad.

Melanie Love
School Board Chair

Achievement of the Strategic Plan

Green = Achieved **Yellow** = Implemented or in-progress **Red** = Not yet achieved

2021 2022 2023 2024

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.



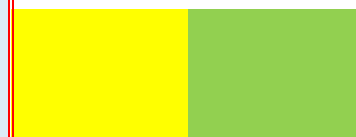
Strategy 2

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.



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.



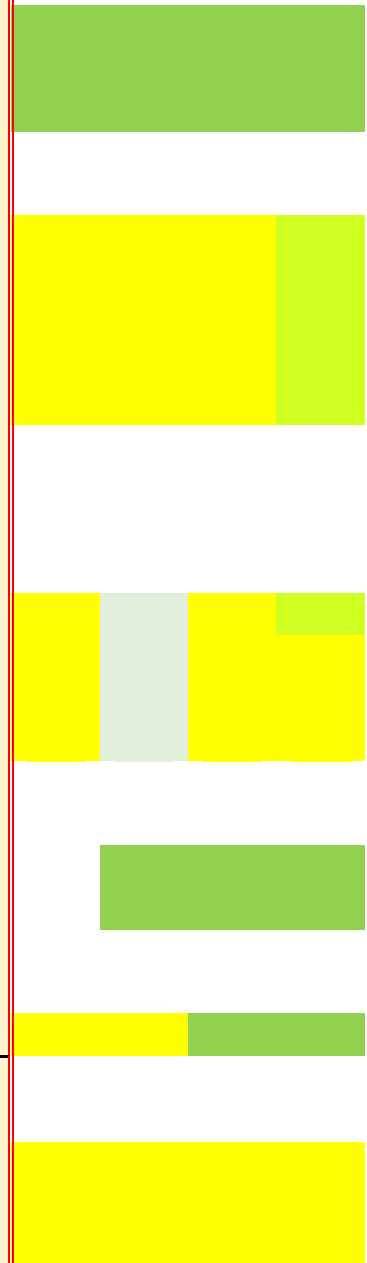
Future Learners

2021 2022 2023 2024

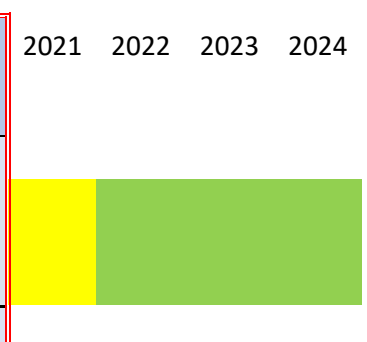


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<i>Our Success Will develop students and staff to be curious and adaptive</i>	
Strategy 1 <i>Leadership in Technologies</i>	
School leadership establishes and facilitates the technological vision for the school and leads and supports all aspects of implementation and change.	
Strategy 2 <i>Professional Learning</i>	
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 <i>Teaching and Learning</i>	
Implement contemporary and emerging technologies to expand curriculum learning opportunities for students to	
<ul style="list-style-type: none"> 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 <i>Infrastructure and Technical Support</i>	
Provide an infrastructure which is effective, reliable, flexible and accessible anywhere, anytime for all.	
Strategy 5 <i>Ethical, responsible use of digital technologies</i>	
Build a culture of ethical safe and responsible use of technologies.	
Strategy 6 <i>Learning Communities</i>	
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	
<i>Our Success Will improve understanding of the histories, cultures, languages and perspectives of Aboriginal people.</i>	
Strategy 1	
Provide opportunities to deepen Staff's knowledge and understandings of Aboriginal histories, cultures, languages and perspective	
Strategy 2	





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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

2024 NAPLAN Performance and Student Progress

The graphs below show student performance compared to Like Schools performance in a format which will allow comparison. 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 2024 (Table 1)

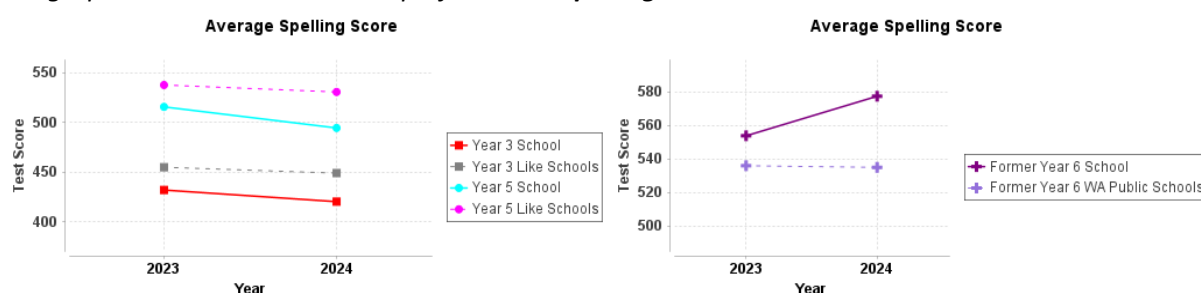
	Reading	Writing	Spelling	Grammar	Numeracy
2024					
Year 3	430	456	421	445	417
Year 5	510	494	495	515	502
2023					
Year 3	449	456	432	463	446
Year 5	544	519	516	547	528
2022					
Year 3	456	453	433	459	409
Year 5	545	510	518	539	514
2021					
Year 3	498	464	451	495	458
Year 5	547	509	530	538	533
2020	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



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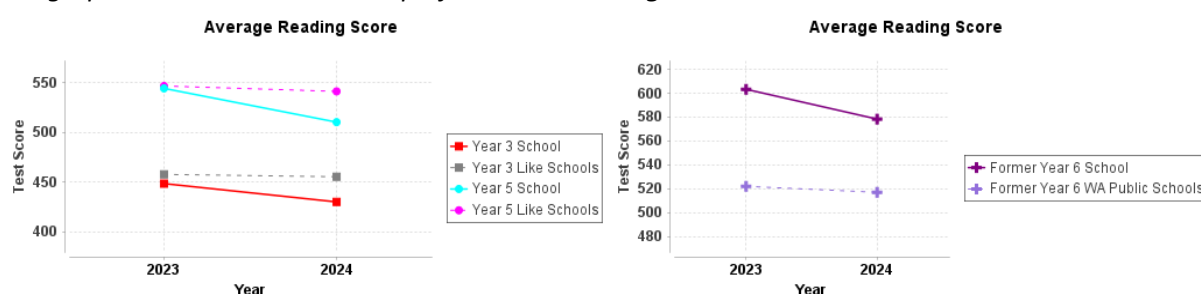
The following graphs reflect the average NAPLAN scores for assessed NAPLAN Areas and compare Like Schools (in WA) average scores to Cottesloe Primary students average scores. In 2023 the NAPLAN assessment went to an “adaptive assessment” which means the assessment personalized the test for each student, depending upon their responses to the previous questions. Adaptive assessments allow students to better demonstrate their competence by adjusting the pathway students take as they proceed through the test. Because this a new data set, the longitudinal graphs of the past can not be produced. The graphs on the left show the average score of Cottesloe Year 3 and 5 students compared to the average score of “like schools” students. Included this year are data from previous Year 6 student performance- using data the system collects from past students who attended Public Schools. The Year 6 data reflects 10 students performance.

*The graphics below show Student performance **Spelling**.*



The graphs above indicates the School’s average NAPLAN score in Spelling is below that of like schools but when compared with information from Table 1 shows the performance is below the expected range. Interestingly the Year 7 data show a jump in improvement. Given the timing of NAPLAN and the implementation time of the new spelling program, It would not have been reasonable to see a change in the average student performance. 2025 will be a better indicator of the impact of the new program. Our students’ performance was lower than that of students in “Like Schools”.

*The graphics below show Student performance **Reading**.*

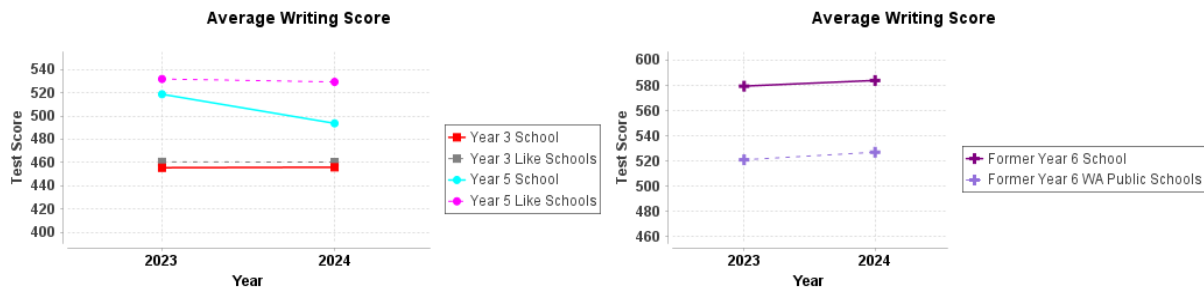


Reading performance in the NAPLAN assessments show the average scores or Cottesloe Year 3, 5 and past Year 7 students, was less than their Like School peers. PAT data (Table 2) shows there has once again been an overall school improvement of average school scores. It is important to use all data available before making judgments about program performance. There is still a focus on developing a school wide statement about how reading looks at Cottesloe Primary.



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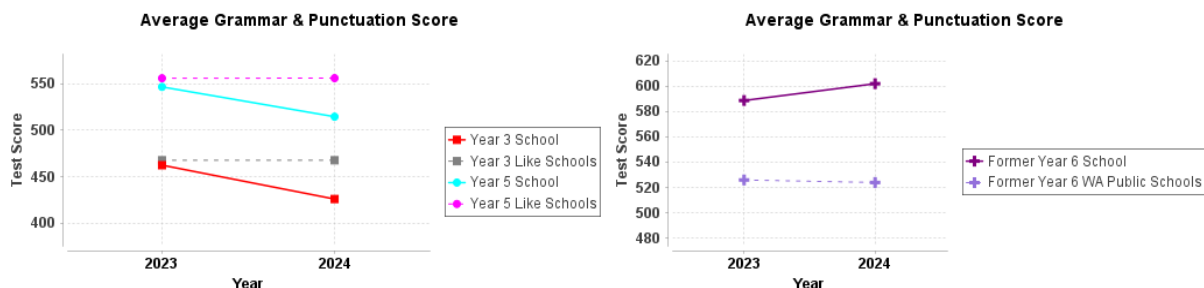
The graphics below show Student performance **Writing**.



The graphs above indicate the School's average NAPLAN score in Writing is below that of like schools in Year 5, similar to Like School performance in Year 3 and exceeds Public School data in Year 6. Other writing data collected throughout the year reflects a higher standard of writing. Teachers will focus students on writing with a time limit and ensuring proofing reading strategies are an explicit focus.

Teachers continue to focus on the spelling and grammar elements within the Writing Task assessments. Overall, we are satisfied with our students' performance in Writing.

The graphics below show Student performance **Grammar and Punctuation**.



The graphs above indicate the School's average NAPLAN score in Grammar and Punctuation is below that of Like Schools but when compared with information from Table 1 shows the performance in Year 3 is within the expected range. Year 7 data shows those students out performed and improved at a great rate when compared to students from Public Schools.

The graphics below show Student performance **Numeracy**.

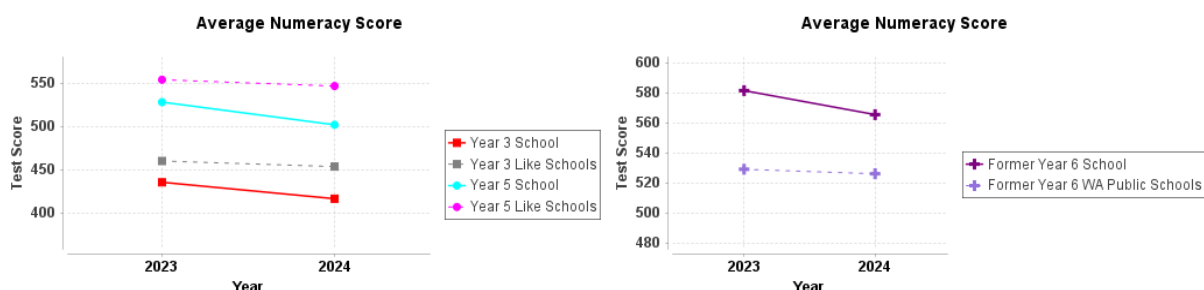


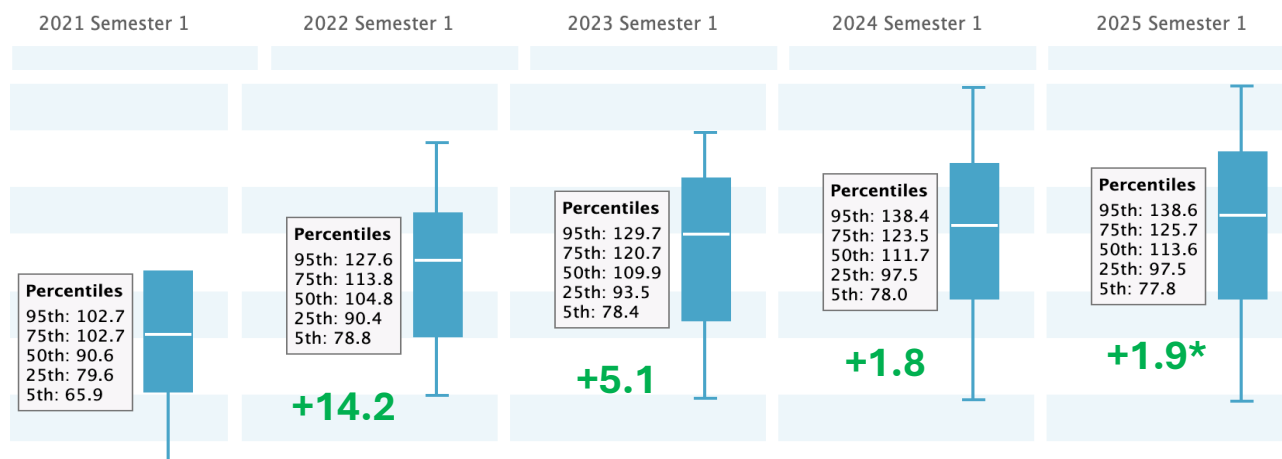
Table 3, shows over the implementation of the Strategic Plan, there has been significant improvement of school wide performance in Maths assessments. The graphs above show that although there have been improvements, the assessed Year 3, 5 and 7 students did not match the performance of their peers in Like Schools. The school continues to implement a new approach with teaching mathematics. The analysis of data shows us the areas we need to focus on to improve whole school performance.



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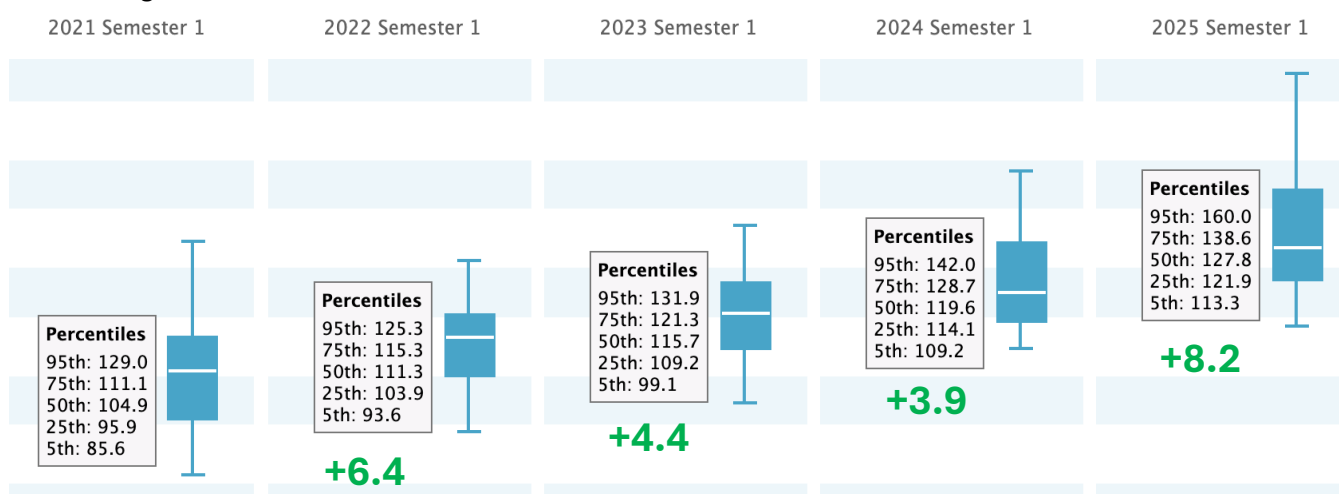
PAT Reading .

PAT Average School Scores (Table 2)



PAT Maths.

PAT Average School Scores (Table 3)



The graphs above indicate the positive impact our programs are having on our students year to year. It is interesting to note (in green) the growth in the average score and that the Reading score impact was most significant in the first 2 years and the Maths progressions have been greater, year on year. The PAT data shows a continued pattern of improvement and progress in average scores across the school, reflecting the effectiveness of programs and strategies we have adopted. The shrinking of the “tail” and a stretching of the “top” reflect teachers offering effective support for students who need curriculum adjustments at both academic ends of the scale.



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Historical Attendance Data

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	90.5%	91.2%	88.3%	78.4%	81.4%	69.5%	90.4%	91.1%	86.6%
2023	92.4%	92.7%	90.3%	84.2%	91.1%	74.3%	92.3%	92.7%	88.9%
2024	93.1%	93.1%	91.0%	84.7%	86.0%	74.3%	92.9%	93.0%	89.4%

Attendance data continues to improve and is of no concern.

High School destinations for our Graduating Year 6 Students

System Data not available at the time of writing

Finances

As at Date: Verified Dec Cash >

CARRY FORWARD (CASH)

Analysis Code	Description	\$ Amount
YYYY		\$38,326.60
Sub Total		\$38,326.60

INCOME

Analysis Code	Description	\$ Amount
C1000	Contributions	\$19,764.10
C1100	K-6 Extra Cost Optional Charges	\$84,625.00
C1200	Personal Items & Other Services	\$11,260.00
C1270	Fees-Full Fee Paying	\$60,157.23
C1300	Donations from P & C	\$135,199.10
C1400	Fundraising	\$4,449.50
C1500	Voluntary Approved Requests - Other	\$19,412.50
C1550	Donations	\$6,060.93
C1700	Fees from Facilities Hire	\$16,840.00
C1800	Interest Earned	\$3,988.52
C2100	Revenue from Commonwealth Government	\$1,851.70
C2600	Intra Department Revenue - Public Schools	\$60.57
C3200	Student-centred Funding	\$277,510.65
C5000	Other Revenue	\$24,047.71
Sub Total		\$665,227.51



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EXPENDITURE

Analysis Code	Description	\$ Amount
D1000	Administration	\$18,956.97
D1100	Lease Payments to Central Services	\$27,158.07
D1150	Postage	\$274.09
D1300	Electricity	\$29,237.21
D1400	Gas	\$863.13
D1450	Water	\$37,098.92
D1470	Rubbish Removal	\$4,827.01
D1500	Facilities	\$21,827.32
D1600	Repairs & Maintenance	\$28,350.97
D1740	BLI - Land Improvements - Soft Landscaping other structures	\$82,715.00
D2480	Purchase of Library Collection	\$15,115.81
D2500	Purchase of Curriculum Resources	\$31,277.86
D2600	Student Services	\$205,624.92
D2700	Professional Development	\$1,607.96
D3400	Library Expenditure	\$3,175.87
D3500	Fundraising Expenditure	\$36.82
D4600	Refund of Revenue - Charges, Contributions & Fees	\$135.00
D4800	Refund of Revenue - Other	\$85.00
D4900	Other Expenditure	\$1.23
D5100	Mathematics	\$3,027.73
D5200	Humanities & Social Sciences	\$863.64
D5300	Science	\$8,829.99
D5400	Technologies	\$5,567.25
D5500	Languages	\$588.63
D5600	Health & Physical Education	\$24,943.69
D5700	The Arts	\$5,205.40
D6000	Pre-Primary Education	\$1,463.70
D6100	Other Minor Curriculum	\$6,439.52
D6200	Other Specific Programs	\$3,482.08
D6600	Curriculum Related Student Funded Activities	\$77,122.63
D8950	Intra Department Payments - Public Schools	\$1,185.00
Sub Total		\$647,088.42

RESERVES

Analysis Code	Description	\$ Amount
N1300	Plant & Equipment Reserve	\$6,999.75
N1550	BLI Reserve	\$22,000.40
N1600	Resource Reserve	\$22,084.33
N1750	Photocopier Reserve	\$2,478.00
Sub Total		\$53,562.48

SUSPENSE A/C

Analysis Code	Description	\$ Amount
N3100	Other Suspense Accounts	\$16,415.10
Sub Total		\$16,415.10



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Thoughtful budget allocation and careful management of limited resources, saw the school expend more than the 96% of budget on students for this academic year. Staff who manage cost centres were responsible in their spending and targeted resources which supported school strategic plans. Future allocations need to consider replacement and breakdown reserves whilst continuing to prioritise student programs.

Actions for 2025

- Implement strategies to enhance Reading Comprehension in the Upper Primary.
- Monitor the impact of school wide spelling approach.
- Consolidate and refine Whole School approaches to lesson design and Positive Behaviour Strategy.
- Continue to endeavor to develop connections and relationships with local Aboriginal people and organisations.
- Time line and implementation of the 2024 to 2027 Strategic Plan, responding to the Quality Teaching Strategy.

Thank you for reading the 2024 Annual Report.