

2017 Annual Report to the School Community



School Name: Cockatoo Primary School

School Number: 3535

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 24 April 2018 at 04:28 PM by Darrelyn Boucher (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 03 June 2018 at 12:30 PM by Matthew Bennett (School Council President)



Education
and Training

About Our School

School Context

[Cockatoo Primary School is located on the edge of the Dandenong Ranges, forty-six kilometres from Melbourne. The school draws its students from an extensive area – the immediate township of Cockatoo and the wider rural fringe. The school bus travels two routes daily to transport a total of forty-one students.

The school's overall socio-economic profile is in the low to mid range.

The ethos of our school is one of a sense of community where the welfare of all stakeholders is paramount. Cockatoo is committed to consultation, collaborative decision making and whole school planning. The school regards itself as an integral part of the community and works in active partnership with parents to nurture the academic and personal development of the students in a happy, secure and stimulating environment.

The school community promotes a positive system of values within a climate which is accepting of change and responsive to new and emerging teaching and learning initiatives. The dedication of all staff, their commitment to professional learning, progressive ideas and teamwork ensures that this atmosphere remains.

Our school's vision:

1. To provide a safe, friendly and caring environment that enhances learning, personal growth and wellbeing so that students are equipped with the necessary skills and knowledge to become responsible members of our community and the global society
2. To create a stimulating and supportive environment for all staff
3. To develop a partnership between staff, parents and the community to achieve common goals for student success.

Our school is on a pathway of continuous improvement and is dedicated to achieving excellence in teaching and learning at all levels. We are committed to ensuring that our students reach their full academic, social, emotional and physical potential. Teachers identify their students entry point to learning through strategic data collection on what they know and what they need to learn to advance their progress. Students' individual needs are catered for through the provision of a differentiated program. Students are encouraged to be active participants in their learning and to articulate the learning goals and success criteria for each instructional session.

In all grades, teachers use a common instructional model, provide authentic learning experiences and students are active participants in their learning. We have high expectations of our students, both behaviourally and academically.

Students have a strong voice and are represented through the Student Representative Council, class meetings, circle time, buddy program which are all designed to develop leadership capacity. Further leadership opportunities will be explored, and provided, in 2018.

Welfare programs are strong at Cockatoo Primary School where restorative practices underpin our whole school approach to discipline. From 2016 welfare programs were supported by the employment of a school chaplain and a primary welfare officer who provided extra support for students in need.

Through our cultural exchange program with an Arnhem Land community, our students have developed a deep understanding and empathy for indigenous issues. Our school community's journey along the pathway of reconciliation is far. Annually our students visit Ramingining and reciprocate by hosting indigenous students who spend up to ten days in our community.

In 2012, our school established a sister school relationship with Yu Feng Experimental School in Suzhou Province, China. Since then we have annually hosted students from China in a home stay arrangement. Students from Cockatoo Primary School have visited China in 2015, 2016 and again in 2017, spending sixteen days experiencing Chinese culture and visiting our sister school.

In 2017 the school had an enrolment of 245 students supported by a staff of 13.1 full time teachers and was supported by nine ES staff members. The leadership profile was further enhanced through the employment of a substantive leading teacher with significant teaching and learning coach experience. There were eleven grades and the specialist staff conducted LOTE (Japanese), PE, Music and Art. There was one principal class member.

Selected students were provided with extra support in acquiring reading skills through the Reading Intervention Program. Numeracy support was provided through the Quicksmart Mathematics Program.

There were twelve students in the Program for Students with a Disability during 2017.

The Cockatoo Primary School Council employs staff to operate a successful Before and After School Care program which has continued to meet all quality assurance criteria.

Building strong relationships between parents, students and staff is an integral part of our school. Parents participate in the classroom, the RACV Energy Breakthrough program, environmental programs, canteen, attend camps, incursions and excursions, express opinions through a variety of means and are members of School Council and the PFA.

Framework for Improving Student Outcomes (FISO)

During 2017 the improvement initiatives selected were Building Practice Excellence and Empowering Students and Building School Pride. The key improvement strategies were :

- Build teacher capacity in the use of student performance data and evidence to inform the planning, delivery and assessment of a differentiated curriculum that supports and adds value to the learning of every student. - a great deal of work was done in this area with teachers building their skills to identify students' entry point to learning and accordingly develop differentiated programs. The GradeXpert tracking tool and reporting program was utilised by all staff to develop reports. Data was uploaded to the system in order to provide a mechanism for tracking student achievement and to store relevant reports pertaining to individuals. The common instructional model of practice was reviewed for Literacy during 2017. Consequently, results attained were strengthened as a result of this emphasis. A dedicated time was introduced to proactively teach automaticity skills. The planning model as introduced in 2017, continues to have positive consequences for team planning and the opportunities generated for planning quality learning activities.
- Build teacher capacity to improve the student learning outcomes with a focus on shared learning, mentoring, peer coaching and feedback –We are very proud of the culture that exists at our school where we acknowledge and welcome opportunities to learn from each other and to give and receive meaningful targeted feedback. The strategic placement of a teaching and learning coach in a dedicated coaching role has been very beneficial to building the pedagogical capacity of all staff.
- Create opportunities that encompass inquiry and student voice which connects learning to the world – During 2017, all staff concentrated on linking student feedback to the learning intentions. The progress in this area is something of which all staff should be proud. With staff competently identifying students' entry point to learning, this provided another conduit for targeted feedback to students. Increasing opportunities for student voice is an area of future growth for the forthcoming year, of which one area will see students setting personalised learning goals.

Achievement

At our school, the percentage of students performing at or above age expected standards is statistically higher than all Victorian Government schools for English and Mathematics. This trend remained the same in 2016 and 2017.

Year 3 and 5 NAPLAN, results were equal to statistically similar schools within the areas of reading and numeracy.

In 2017 the school's focus was the explicit teaching of spelling and writing strategies, instruction in the conventions of writing, reading comprehension strategies, the review of the common instructional model for teaching across all areas and during team planning the explicit use of scope and sequence charts and a focus on "HOW" learning will occur. Such targetted and strategic direction has positively impacted upon student performance within English.

In 2017 the direction for the teaching of Mathematics across all grades was dependent upon the results of pre testing which identified students' entry point to their learning and as a consequence, students were placed in fluid groups according to areas of identified need. Post testing was conducted to determine skill acquisition as a result of targetted teaching. Dedicated time was allocated to the teaching of automatic recall of number facts. Problem solving strategies were a focus during 2017 where problem solving became a routine part of every students maths session, every day. These strategies should further impact upon the results for the 2018 school year.

Teachers, in consultation with parents, developed individual learning plans for all students performing above or below the expected standard in English and Mathematics, for all indigenous students and for those students placed in Out of Home Care Placements.

Learning goals and success criterion were developed for the focus teaching group in all areas of English and Mathematics to ensure that students have a very clear understanding of what they are learning and how they will know that they have been successful. These were represented as "I will" and "I can" statements and provided the basis for specific feedback to students about their learning. Daily planners, with a particular emphasis on learning goals and success criterion were shared with education support staff working in the classrooms to ensure a focussed approach to instruction.

Student voice gained further momentum with students involved in inquiry based learning units. Student reflection and student input positively influenced lesson planning.

In 2017, we continued to strengthen the quality of feedback given to students about what they know, what they need to know and how they are going to get there. This ensured that students were active participants with their learning.

We have high expectations of student achievement and expect that students always give of their best and develop a very positive and strong work ethic. During 2018 students will be challenged further with their learning to ensure that their best is actualised across all learning areas.

Engagement

Student attendance trend data for days of absence per student is slightly below the state P-6 average. This means that students at our school have fewer days absence when compared with other Victorian Government schools. The average 2017 attendance rate per year level sits within the following range: 91% - 93%. These percentages are slightly better than 60% of Victorian schools and better than the median of all Victorian government primary schools.

Our school is performing similar to statistically similar schools in the area of school attendance. However, the 4-year trend data indicates that Cockatoo Primary School is performing higher than statistically similar schools with absence rates significantly lower.

This area will always remain a priority to ensure that the current cultural change regarding school attendance remains intact.

The school has developed clear guidelines for managing student absences and this whole school approach is firmly embedded in our practices. The following actions were in place during 2017:

Teachers contacted all parents if a student had not returned an absence note giving explanation for the absence.

Teachers contacted all parents if a student had not returned to school after two days of absence.

Class absence data was discussed each term by all staff. During such discussions 'at risk' students were identified.

Students whose attendance rate fell below 95% were considered at risk. These students were monitored.

Students whose attendance rate fell below 90% were individually tracked with parent contact made each time an absence occurs.

Attendance conferences were held for each student whose attendance data fell below 85%.

Students with 100% attendance rate were acknowledged with a certificate each term that the rate was attained.

A non teaching staff member checks in with every grade in the first ten minutes of the school day to help celebrate and record those grades with 100% attendance and punctuality. Classes are rewarded for this.

All notices that are sent home are stamped with: It's Not OK To Be Away, It's Cool To Go To School, It's Not Great To Be Late.

Wellbeing

The Attitudes to School Survey data is above the 90th percentile in all areas except for teacher concern which was at the 89th percentile. The students' sense of connectedness to school and the management of bullying is above the median for all Victorian schools.

The 2017 Parent Opinion Survey results for the variable overall school satisfaction is above state median for Victorian schools.

Students who are engaged are active participants in their learning and want to attend school. Inquiry learning units which value student voice were developed each term. Teachers differentiated the learning to ensure that all students needs were being met and actively built their students' capacity to become independent learners.

Senior and middle level students enjoyed camping experiences during 2017 with the senior students engaging in a city camp experience and the middle students attending a camp to Phillip Island. The grade 2 students participated in a sleepover at school as an early introduction to the school's camping program.

Year 6 Graduation once again was a 2017 highlight where we celebrated our students' academic excellence, leadership capacity and social competence. At the final Christmas Carols performance, we celebrate the end of each year saying farewell to our grade 6 students with a song that incorporates their prep buddies.




For more detailed information regarding our school please visit our website at cockatooops.vic.edu.au

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 247 students were enrolled at this school in 2017, 121 female and 126 male.

< 10 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.
















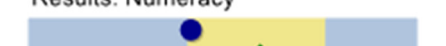





Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Higher</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																														
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<div><p>Reading</p><table><tr><td>22 %</td><td>65 %</td><td>13 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Numeracy</p><table><tr><td>30 %</td><td>48 %</td><td>22 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Writing</p><table><tr><td>17 %</td><td>70 %</td><td>13 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Spelling</p><table><tr><td>30 %</td><td>35 %</td><td>35 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Grammar and Punctuation</p><table><tr><td>30 %</td><td>57 %</td><td>13 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div>	22 %	65 %	13 %	Low	Medium	High	30 %	48 %	22 %	Low	Medium	High	17 %	70 %	13 %	Low	Medium	High	30 %	35 %	35 %	Low	Medium	High	30 %	57 %	13 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
22 %	65 %	13 %																														
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30 %	48 %	22 %																														
Low	Medium	High																														
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Low	Medium	High																														

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>93 %</td><td>91 %</td><td>92 %</td><td>93 %</td><td>93 %</td><td>92 %</td><td>93 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	92 %	93 %	93 %	92 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	91 %	92 %	93 %	93 %	92 %	93 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Higher

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

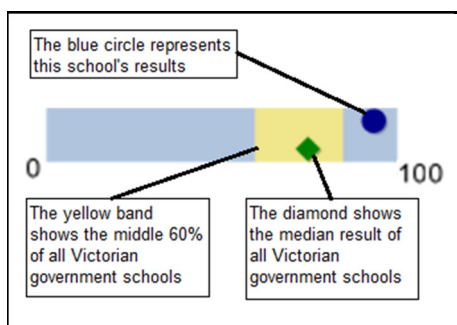
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

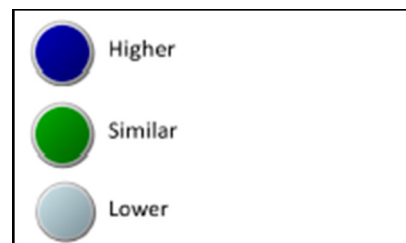


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

The school maintained a small surplus to address any unforeseen budgetary expenses.

Equity funding was utilised to employ a coach to build teachers' pedagogical practices.

The Commonwealth Government grant refers to funding received from CCB and CCR, childcare payments and childcare reduction.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,888,681	High Yield Investment Account	\$60,121
Government Provided DET Grants	\$461,843	Official Account	\$808
Government Grants Commonwealth	\$46,027	Total Funds Available	\$60,928
Revenue Other	\$2,549		
Locally Raised Funds	\$317,165		
Total Operating Revenue	\$2,716,264		
Equity ¹			
Equity (Social Disadvantage)	\$66,764		
Equity Total	\$66,764		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,853,546	Operating Reserve	\$10,000
Books & Publications	\$569	Maintenance - Buildings/Grounds incl SMS<12 months	\$7,413
Communication Costs	\$12,362	Revenue Received in Advance	\$13,910
Consumables	\$72,711	School Based Programs	\$29,606
Miscellaneous Expense ³	\$258,402	Total Financial Commitments	\$60,928
Professional Development	\$7,867		
Property and Equipment Services	\$187,135		
Salaries & Allowances ⁴	\$216,790		
Trading & Fundraising	\$59,301		
Travel & Subsistence	\$1,804		
Utilities	\$34,718		
Total Operating Expenditure	\$2,705,205		
Net Operating Surplus/-Deficit	\$11,059		
Asset Acquisitions	\$13,658		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.