

2017 Annual Report to the School Community



School Name: Cobram Primary School

School Number: 6209

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Cobram, population 6,000, is a small town on the banks of the Murray River. It is 255 kilometers North East of Melbourne and 62 kilometers North of the large regional centre of Shepparton. Cobram is surrounded by diary farms, vineyards and orchards.

Cobram Primary School is situated on a large site close to the centre of the town. The site boasts an oval, netball and basketball courts, two covered adventure play areas and extensive covered passive play areas.

The school accommodates its students from Years 3-6 in a modern Building Education Revolution (BER) building. Students from Foundation to Year 2 are catered for in the original classrooms, all of which have been refurbished. In 2017 there were 10 classes. The school has specialist Art and Physical Education programs. The school offers students with a language background other than English (LBOTE) special language classes.

The School Family Occupation (SFO) index in 2017 was .76 indicating that the school draws from a socio economic profile lower than the state average, which is .5115.

Enrolments in 2017 were 203 students. The school is expecting enrolments to continue to remain consistent for the immediate future.

The staffing profile at Cobram consists of a Principal, the equivalent of 11.7 full time teachers, 5.8 Education Support (ES) staff including two office staff and a trained social worker.

Students and their families are supported by the social worker who coordinates the wellbeing team and by a number of wellbeing programs and activities. The school has formed community partnerships, which support the wellbeing programs.

Cobram Primary School believes every child can succeed. We set high expectations for all students and provide a supportive environment in order to assist every student achieve their full potential. A mindfulness program, partnered with a Positive Behavior Support program has seen a dramatic improvement in school climate.

Framework for Improving Student Outcomes (FISO)

Cobram Primary School completed a peer review during 2016 and identified three priority initiatives from the Framework for Improved Student outcomes.

FISO Priority –Build Practice Excellence

When quality teaching practices are consistently implemented across a school, there is a lowering of variance in student performance between cohorts.

A collective and collaborative approach to building practice excellence will enhance student outcomes. Teachers planning and instructional practice are elements of practice excellence.

FISO Priority –Excellence in teaching and learning

Students require learning to be targeted to their point of need in order to achieve the best possible outcomes.

When rich reliable assessment tools are used to assess student knowledge, teachers can plan curriculum to maximize student outcomes.

FISO Priority –Empowering students and building school pride.

If students are empowered to be active learners then their engagement with learning will increase. Students learn best when they are in a safe and supportive environment.



Achievement

Achievement data indicates that Cobram Primary School is performing at a similar level to other government schools. The only variances are in teacher judgements for English and Numeracy results (higher).

Our year three NAPLAN reading and Numeracy are higher than other government schools which is very pleasing. However, our year five NAPLAN results in Reading and Numeracy are lower when compared to other schools.

Engagement

Levels of engagement are similar to other government schools. The Every Minute Matters At Cobram (EMMAC) program has been introduced in an effort to decrease absences and has had an immediate impact on unexplained absence rates. The students indicated that as a school our management of bullying was at a higher level when compared to other schools.

Wellbeing

Wellbeing was ranked at similar levels to other government schools. However, internally we were disappointed with the student attitudes to school survey results. A very strong wellbeing program has been developed and a full time qualified social worker has been employed to lead the wellbeing team. A focus on mindfulness and positive mindsets will aim to improve the students' school experience.

The students indicated that as a school our management of bullying was at a higher level when compared to other schools.

For more detailed information regarding our school please visit our website at
[enter web address here]



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	
<p>Enrolment Profile</p> <p>A total of 192 students were enrolled at this school in 2017, 98 female and 94 male.</p> <p>13 percent were EAL (English as an Additional Language) students and 6 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>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> Higher</p> <p> Similar</p> <p> Higher</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> Lower</p> <p> Similar</p> <p> Lower</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>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>46%</td> <td>42%</td> <td>12%</td> </tr> <tr> <td>Numeracy</td> <td>54%</td> <td>33%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>64%</td> <td>28%</td> <td>8%</td> </tr> <tr> <td>Spelling</td> <td>44%</td> <td>36%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>40%</td> <td>44%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	46%	42%	12%	Numeracy	54%	33%	13%	Writing	64%	28%	8%	Spelling	44%	36%	20%	Grammar and Punctuation	40%	44%	16%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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 border="1" data-bbox="555 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>89 %</td> <td>90 %</td> <td>94 %</td> <td>92 %</td> <td>90 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	89 %	90 %	94 %	92 %	90 %	90 %	<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> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	89 %	90 %	94 %	92 %	90 %	90 %										



Performance Summary

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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

Cobram Primary School ended the 2017 year in a sound financial position. We invested significantly in Numeracy and Literacy Consultancy. Our school resources are constantly maintained and kept at the highest possible standard. In 2017 we continued to provide a facilitated playgroup in an attempt to improve school readiness and the participation rate was outstanding. Our intention is to continue the playgroup well into the future.

Welfare is a priority at Cobram Primary School and we believe that our Primary Welfare Officer is an invaluable resource.

Cobram Primary School receives a significant amount of equity funding and ensures that the funds are used in a targeted approach for improved student outcomes. We use much of our equity funding on staffing and hence, expected a small deficit in the staffing budget.

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	\$1,790,246	High Yield Investment Account	\$18,259
Government Provided DET Grants	\$459,059	Official Account	\$25,246
Government Grants Commonwealth	\$8,512	Other Accounts	\$241,151
Government Grants State	\$16,068	Total Funds Available	\$284,657
Revenue Other	\$20,783		
Locally Raised Funds	\$95,089		
Total Operating Revenue	\$2,389,758		
Equity¹			
Equity (Social Disadvantage)	\$473,054		
Equity Total	\$473,054		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,811,418	Operating Reserve	\$85,146
Books & Publications	\$4,732	Asset/Equipment Replacement < 12 months	\$10,560
Communication Costs	\$5,961	Revenue Receipted in Advance	\$8,347
Consumables	\$62,367	School Based Programs	\$14,668
Miscellaneous Expense ³	\$108,079	Provision Accounts	\$1,000
Professional Development	\$41,017	Repayable to DET	\$21,172
Property and Equipment Services	\$167,392	Asset/Equipment Replacement > 12 months	\$15,416
Salaries & Allowances ⁴	\$101,923	Maintenance -Buildings/Grounds incl SMS>12 months	\$128,348
Trading & Fundraising	\$39,591	Total Financial Commitments	\$284,657
Utilities	\$25,204		
Total Operating Expenditure	\$2,367,684		
Net Operating Surplus/-Deficit	\$22,074		
Asset Acquisitions	\$0		

(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.