

# North Cottesloe Primary School Annual Report 2020

*This report provides the North Cottesloe Primary School Community with a broad outline of the school's operations and achievements during 2020. The information provided is by no means exhaustive and greater detail can be sought through discussion with the school administrative team.*



## Message from the Board Chair

It was an interesting year in 2020 for the School Board at North Cottesloe Primary School, as it was for everyone at the school, in our community and all over the world.

COVID-19 brought some challenges with school closures and learning from home which I think showed the quality of the staff and the leadership team at the school and also showed their focus on the children and their happiness and wellbeing as well as their education.

The Board has performed various aspects of its role over the year including:

- Approving the School's Business Plan and ensuring that the goals and strategies included within this document continued to provide an ongoing framework for the day to day functioning of the school.
- Reviewing existing policies and endorsing new policies such as; Use of Mobile Phones, Sunsmart Guidelines, Class Placement Guidelines, Family Communications, Healthy Eating Guidelines, Board terms of Reference, Homework, Parent Liaison Role, Complaints Management Guidelines, Professional Learning Bursary etc.
- Reviewing the Financial Budget for 2020 and 2021 and ongoing review of the actual spend in comparison to budget.
- Approval of the charges and contributions and stationary lists for 2021.

The school received its Public School Review in December 2020 and due to the hard work of the staff, the school has transitioned out from its ERG status.

Thanks to all the Board members for their time, energy and engagement during the year especially Natalie Campbell for her many years as one of the staff representatives on the School Board.

The Board would also like to thank the dedicated and caring staff at North Cottesloe Primary School, as well as our supportive parent group.

Anna Neuling  
Board Chair

## Our School

Our school enjoys wonderful community support and involvement, with many parents being actively involved in school life. The 2020 North Cottesloe Annual Report provides the community with specific information in both academic and non-academic performance areas. The report provides evidence of the school's progress against the achievement targets in both our '18-'20 and '20-'22 Business Plans. COVID prevented schools from presenting a 2019 Annual Report. This report will, therefore, provide feedback on specific targets for both 2019 and 2020.

At North Cottesloe Primary School, we strive to '*inspire a passion for learning and to nurture caring and respectful citizens.*' The staff are committed to ensuring they make a difference for every student, in every classroom, every day. High quality teaching is developed at the school and growth in student achievement is central to decision making. We strive to provide an environment where care and development of each and every student is paramount to success. By ensuring student wellbeing and a sense of belonging, our actions are designed to set conditions for successful learning for our students from the beginning of their schooling to their transition to adult life. The continued success of North Cottesloe Primary School is due to the outstanding efforts of our whole school community. The staff and parents work in a partnership to deliver the best educational opportunities for each child.

Looking to the future, we will focus upon three key priorities, our 'big rocks'. These three year priorities will focus upon improved student outcomes in Mathematics and Writing and a focus upon the development of students' Emotional Intelligence.

Douglas Cook  
Principal

## Public School Review

In December 2020, the school underwent a Public School Review (PSR). This is a process undertaken by all WA Public Schools. The review team carried out an extensive desktop audit of systemic data and appraised information provided by the school. The review process also focused upon the findings of the 2016 Expert Review Group (ERG) and made an assessment of the school's progress towards fulfilling the Review's recommendations.

Following the review, the school was informed that all elements of the ERG Report had now been successfully addressed and that the school was no longer under 'ERG Review'. Congratulations must be extended to the staff and community who have worked diligently to secure this outcome.

The PSR also delivered a Review Report which included recommendations to be addressed during the next three years. The Report is available for the community to read on our website and on the Department's Schools Online website. The recommendations will form the basis of school improvement planning.

## Business Plan 2018 - 2020

During 2020, the school transitioned from the '18-'20 Business Plan to the '20-'22 Business Plan. The new Plan, a collaborative effort from staff, Board and community, has maintained the school's vision and values but also included four additional beliefs.

### Vision

At North Cottesloe Primary School, we strive to inspire a passion for learning and to nurture caring and respectful citizens.

### Values

**Excellence** - We strive to achieve our personal best in everything we do.

**Respect** - We treat ourselves and others with dignity and consideration.

**Integrity** - We do the right thing by others and ourselves.

**Care** - We show concern for, and look after, ourselves, others, property and the environment.

### Beliefs

- The needs of the students come first.
- Families are our partners in the education of students.
- North Cottesloe Primary School is a place of learning excellence.
- We model the behaviours we expect.

The new plan then outlines four focus areas which are priorities for improvement over the coming years.

1. Supporting students to achieve academic excellence:
  - Three-year priority focus on improving students' writing;
  - Three-year priority focus on improving students' mathematics;
  - Consistent implementation of an explicit teaching model; and
  - Embed whole-school approaches within all learning areas.
2. Supporting staff to inspire a passion for learning:
  - School leadership supports a culture that aligns everyday practice with our visions and values; and
  - A culture of ongoing professional growth for all staff.
3. Supporting students' social and emotional learning:
  - Development of students' capability to exhibit the school's vision and values; and
  - Developing a positive, holistic learning environment.
4. Supporting strategic partnerships:
  - Positive partnerships are built and maintained with families; and
  - Positive partnerships are built and maintained with community organisations and education providers.

Strategies and timelines for achieving fulfilling priorities are then outlined in the school's Strategic Plan.

*(The Business Plan 2020 – 2022 is available on our website.)*

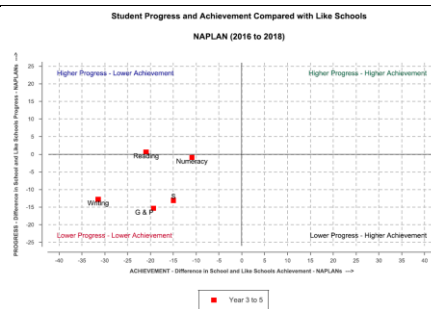
## Business Plan 2018 – 2020

Annual reports are produced during the first term of each year. In 2020, Term 1 was hijacked by the COVID crisis and schools were instructed to set aside their annual report preparations and begin planning for the emerging emergency. As such, we were unable to report the outcomes of the Business Plan 2018 – 2020. The table below provides feedback on improvement targets established in the '18-'20 Plan, as these were not accounted for in a 2019 Annual Report.

1. Student Achievement – how well our students achieve		
Target	Analysis	Action
<p><b>NAPLAN</b> Maintain or increase the percentage of students in the top two bands of NAPLAN across all areas to be equal to or better than Like Schools.</p>	<p>The percentage of Year 3 students in the top two bands of NAPLAN has remained steady from '17 – '19. They perform <i>At or Above</i> Like Schools.</p> <p>Year 5 performance in the top two bands has declined over the two years, '17 – '19, in Numeracy and Writing. The Writing performance is well below Like Schools. This target has been achieved for Year 3 only.</p>	<p>While there was no NAPLAN in 2020, in-school assessment, using the 2016 NAPLAN assessment in Numeracy and Reading, indicated Year 5 students maintained their strong performance.</p> <p>The decline in student performance from Year 3 to Year 5, relative to Like Schools, has seen a whole-school priority on student performance in Maths and Writing in the '20 – '22 Business Plan.</p>
<p><b>NAPLAN</b> Specifically focus on improving results in Writing in Year 3 and Year 5.</p>	<p>Year 3 Writing has shown an improvement trend since NAPLAN 2016.</p> <p>Year 5 Writing has remained consistently below Like Schools and shows a downward relative trend since 2015. Further to this, students have not made sufficient growth between Years 3 and 5 in comparison to Like Schools. This target has been achieved for Year 3 only.</p>	<p>Writing is a focus of the 20 – 22 Plan. Following a Covid related interruption, all teaching staff have now had access to professional learning in Seven Steps to Writing Success. These strategies will inform classroom practice for the duration of the current Business Plan.</p>
<p><b>NAPLAN</b> Specifically focus on improving results in Numeracy in Year 5.</p>	<p>While Year 5 NAPLAN Numeracy results have remained well above State levels, they have declined in relation to our Like Schools, as we have had a smaller percentage of students in the high achievement bands. (<i>We have less "A" grade students than our like-schools.</i>) This target has not been achieved.</p>	<p>The implementation of programs such as Math Olympiad, Da Vinci Decathlon and Tournament of the Minds will provide strategies to extend our more capable mathematicians to ensure they are given the opportunities to realise their potential.</p> <p>The school-wide Oxford Maths program also enables students to be extended.</p>
2. Student Progress – how much improvement our students have made		
Target	Analysis	Action
<p><b>NAPLAN</b> The percentage of the Year 3 to 5 stable cohort making high and very high progress is equal to or above Like Schools in all NAPLAN areas</p>	<p>Student Progress and Achievement Compared with Like Schools NAPLAN (2017 to 2019)</p> <p>The school has not been successful in achieving progress from Year 3 to Year 5 that is comparable to Like Schools.</p>	<p>The improvement intents of the Business Plan 2020 – 2022, focus upon increasing consistency of pedagogical practice across our school. In addition to this, common curriculum scope and sequence plans will ensure all students are exposed to necessary skills and knowledge. Research indicates that greater consistency will result in increased academic outcomes for our students.</p> <p>Data indicates that growth in Writing and Numeracy has been consistently</p>

### NAPLAN

There is an upwards trend moving all NAPLAN areas closer to or into the quadrant for high progress and high achievement



While student progress from '17-'19 is stronger than the '16-'18 data shown here, there is insufficient data to assume any "upward trend". As such, this target is deemed to have not been achieved.

below that of Like Schools. These two areas have been targeted as priorities for the duration of the current Business Plan. Teaching staff have all received professional learning in Seven Steps to Writing Success and the school is working closely with the Department's Statewide Services Mathematics Consultants to improve our understanding of additive and multiplicative thinking. In addition to this, our adoption of the Oxford Maths Program will support teachers to differentiate the presentation of Maths to meet the needs of each student.

### NAPLAN

Student achievement and progress for all NAPLAN areas is not in the low progress and low achievement quadrant

Setting three targets that all relate to the same data set, dictates that if one is not achieved, then the others will also be unsuccessful.

### 3. Satisfaction Levels – what our key stakeholders think about our school

*In the ACARA National School Opinion Surveys, achieve a mean score of at least 3.5 on the 5 point scale across all areas, and a score of 4 and above for the following survey questions:*

Target	Analysis	Action
I would recommend this school to others (parent and staff responses)	The item scored 4 in the Parent Survey and 4.4 on the Staff Survey	A renewed emphasis on establishing positive partnerships with families is a priority of the school's new Business Plan.
My child likes being at this school (parent, staff and student responses)	The Parent response was 4.7, the Staff response was 4.5 and the Student response was 4.0.	We will continue to monitor student, parent and staff opinion through a variety of survey and interview instruments including the Parent Liaison Committee.
This school is well-led	The Parent responses changed from 3.2 in 2018 to 4.3 in 2019. (This was then 4.6 in 2020)	The leadership team will continue to explore, and implement, data informed, research based solutions to school improvement.

### ACARA School Opinion Survey

The ACARA survey seeks feedback from parents, students and staff regarding their level of satisfaction with various facets of the school's performance. The survey is carried out annually with parents and biennially with staff and students.

The survey presents a number of statements to which respondents are asked to answer on a 5-point scale from *Strongly agree* to *Strongly disagree*. Each response is given a value from 5 – 1 and the responses are then averaged. As such, a response of 4.2 would indicate that the majority of respondents had scored an item in the range of *Agree* to *Strongly agree*. The school has set targets in the Business Plan based upon parent satisfaction with our school.

The 2020 ACARA National School Opinion Survey received 30 responses from staff, a 75% response rate and a 100% response rate from the students. The proportion of parents responding, by the year group in which their child was enrolled, is represented in the table below.

Year Group	Kindy	Pre-prim	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2%	14%	12%	17%	24%	9%	15%	7%

We received a total 111 responses from parents which accounts for 29% of our families.

While parent responses have remained positive, there is evidence of a decline in satisfaction in those areas related directly to classroom activities. This may be due to the COVID pandemic which resulted in parents being kept out of classrooms and the cancelling of our parent/teacher interviews. We believe this impacted on parent perception of the school as they felt a dis-connect between the school and home.



Targets against the Community Survey, set in the Business Plan 2018-2020, were all achieved in the 2020 survey. While the survey results are an improvement on previous years, there is still a need for the school to be vigilant in its communication with parents, ensuring the information is valid, reliable and useful. COVID has enabled us to develop new communication platforms but also shown us that parents can easily feel disengaged from their children's schooling. Communication remains a priority focus.

## Parent Survey Results

	2016	2017	2018	2019	2020
Teachers at this school expect my child to do his or her best.	4.2	3.9	4.2	4.3	4.1
Teachers at this school provide my child with useful feedback about his or her school work.	3.6	3.5	3.9	4.1	3.4
Teachers at this school treat students fairly.	3.8	3.8	4.1	4.3	4.0
This school is well maintained.	3.9	3.8	4.1	4.1	4.4
My child feels safe at this school.	4.5	4.2	4.5	4.6	4.6
I can talk to my child's teachers about my concerns.	4.3	4.0	4.4	4.6	4.1
Student behaviour is well managed at this school.	3.7	3.5	4.0	4.0	3.9
My child likes being at this school.	4.4	4.2	4.5	4.7	4.4
This school looks for ways to improve.	3.7	3.5	3.8	4.0	4.4
This school takes parents' opinions seriously.	3.4	3.3	3.6	3.8	4.0
Teachers at this school motivate my child to learn.	3.8	3.6	4.0	4.1	3.8
My child is making good progress at this school.	3.8	3.7	3.9	4.1	3.7
My child's learning needs are being met at this school.	3.6	3.5	3.8	4.0	3.6
This school works with me to support my child's learning.	3.5	3.6	3.9	4.0	3.7
This school has a strong relationship with the local community.	4.0	3.5	3.9	4.1	4.0
This school is well led.	2.9	2.3	3.2	4.3	4.6
I am satisfied with the overall standard of education achieved at this school.	3.4	3.5	3.7	3.9	3.7
I would recommend this school to others.	3.5	3.6	3.8	4.1	4.0
My child's teachers are good teachers			4.1	4.5	3.8
Teachers at this school care about my child			4.3	4.5	4.2
	<b>3.78</b>	<b>3.61</b>	<b>3.99</b>	<b>4.3</b>	<b>4.0</b>

## COVID-19

The 2020 school year was unlike any we have experienced before. The COVID-19 pandemic presented numerous challenges for the community. Despite the ever changing restrictions, we still managed to hold swimming, athletics and cross-country carnivals. The Year 6 Production, *Ye Ha*, was staged in the theatre in Subiaco and we even managed to hold an end of year Fun Day for all the students.

The restrictions were most disruptive to events that required an audience. We restricted attendance at many events to only one parent per family. This impacted things like North Cott's Got Talent and the Awards Assembly. One positive of COVID was the increased resilience we witnessed in many of our students. Without having parents to walk them to class, carry their bags or prepare them for the day, our students were required to become more independent and self-reliant. We even had parents who were very happy to leave children at the gate and get on with their own day.

The North Cottesloe community has been very supportive of the school throughout COVID and this lessened the disruption to student learning.



## Monitoring Business Plan 20 – 22 Targets

The Board, staff and community worked collaboratively during 2020 to devise a new Business Plan. Below are the targets from the plan and reflections about progress towards achievement. This information is presented to the Board each term.

### By NAPLAN 2021:

- 1.0 Year 3 and Year 5 students' achievement will be equal to or above Like Schools in all assessments.
- 1.1 A consistent approach to the teaching and assessment of writing will be evident across the school.
- 1.2 A consistent approach to the teaching and assessment of Mathematics will be evident across the school.

### By December 2022:

- 1.3 All teaching staff will have adopted a consistent explicit teaching approach to the delivery of curriculum.
- 1.4 Whole school approaches, articulated in the Strategic Plan and Curriculum Guide, are embedded across the school.
- 2.1 The intent of the Business Plan 20-22 will be embedded in school process and practice.
- 2.2 Staff will have become a Professional Learning Community dedicated to the ongoing improvement of teaching and learning.
- 3.1 The Aristotle Emotional Intelligence Program will be embedded school practice.
- 3.1a The Student Behaviour and Well-being Guidelines will be embedded across the school.
- 3.2 There is evidence of ongoing monitoring of all categories of the National Quality Standards for Early Childhood Education.
- 3.2a Long-term planning is in place for the development of indoor and outdoor learning spaces.
- 4.1 Responses on the parent survey will all be between 4.0 and 5.0.
- 4.2 Partner institutions, supporting enhanced opportunities for students, are informed through identified student needs.

**Status:** **OS** - On schedule, **BL** - Behind schedule: Low risk **BH** - Behind schedule: High risk

Target	Status	Comments
1.0	<b>BL</b>	<p><b>2019</b> Of the 10 assessments, NCPS was within one Standard Deviation of expectation in 7, above in 1 and below in 2. 6 of the 10 assessments were -0.5 SD, or more, below expectation.</p> <p><b>2020</b> A direct comparison between NAPLAN Performance Band results using the 2016 Reading and Numeracy assessments indicates comparable performance in all areas with the exception of Year 5 Numeracy, which is below expectation.</p>
1.1	<b>BL</b>	COVID-19 delayed the professional learning program for staff. Seven Steps to Writing Success was unavailable during 2020 and has been re-scheduled for Term 1, 2021. Teachers have placed students on the Brightpath Narrative assessment ruler.
1.2	<b>OS</b>	A whole-school Maths Scope and Sequence has been developed and is being implemented. Oxford Maths resources are being used across the school. Teaching staff have undergone professional learning with Statewide Services.
1.3	<b>OS</b>	A revised whole school explicit teaching model has been developed, is a focus of the new Business Plan and has been included in the Curriculum Guide.
1.4	<b>OS</b>	The "Bubble Documents", which outline operational intent, have been scaled down to essentials. Scope and sequence documents are being developed for all learning areas and the Curriculum Guide is "on track" for implementation in 2021.
2.1	<b>OS</b>	The Business Plan has been approved by the staff and the Board. It has been presented to the Parent Liaison Committee and uploaded to the website. Strategic planning, to underpin the Business Plan, has also been completed and is being implemented.
2.2	<b>OS</b>	Collaborative Planning Teams have begun meeting – with mixed success. Ongoing monitoring, and input from leadership, will assist with implementation of consistency of process. From 2021 these meetings will take two forms; Phase of Learning (PoL)

		planning teams and Professional Learning teams (PLC).
3.1	OS	Initial professional learning has taken place and the program is being implemented in classrooms. Further training was hampered by COVID. Some online PL occurred in July. We are liaising with Swinburne University for the delivery of the final two learning programs.
3.1a	OS	The Student Wellbeing and Behaviour Guidelines have been implemented for the start of 2021. Consistency of approach will form the basis of performance management during the year.
3.2	OS	Amy Maynard, pre-primary teacher, has taken responsibility for monitoring the school's compliance with the National Quality Standard in Early Childhood Education as a facet of her Level 3 Teacher role.
3.2a	OS	A Master Plan for the development of the school grounds has been developed and presented to the community. Plans for increased nature play equipment are underway. The passive play area on Railway Street, behind the Undercover Area, is now well advanced. Plinths have been installed for student seating and activity. The raised garden beds from this area have been relocated to the junior end of the school and re-planted. We are exploring spare parts play options for the future.
4.1	OS	Of the 20 survey questions, 8 were below the 4.0 target. While parent responses have remained positive, there is a decline in satisfaction in classroom related activities. During COVID, parents were kept out of classrooms and the parent/teacher interviews were cancelled. We believe this impacted on parent perception.
4.2	OS	Following a survey of community opinion, the school has made approaches to a number of service providers to meet current needs. These include skateboarding, debating and chess. The current providers of gymnastics, basketball and music have remained. Services that require the use of the ovals have been suspended whilst lawn maintenance takes place.

### Student Attendance

A student is considered to have "regular attendance" if they are present for 90%, or more, of the year.

Attendance 2018 - 2020

Year	2018	2019	2020
% of Regular Attendance	92.6%	93.8%	89.04%

2020 saw decreased attendance. This can be attributed to the COVID crisis which saw many parents withdraw their children for periods of time. At the beginning of Term 2 in 2020, we resumed the school term with 96% attendance within the first week (including Kindergarten).

An area of focus in 2019 was student absence due to vacations. This has an impact on outcomes for students. The majority of our unauthorised absences continue to be those where families elect to take holidays with their children during the term. While most families inform the school of their travel plans, we have no authority, under law, to approve such absences. Travel restrictions in 2020 saw a decrease in the number of students missing school to take additional holidays.

The other area of concern is the number of students who arrive late to school. Having "late" students report to the office upon arrival has revealed a troubling number of students are missing the vital curriculum instruction that occurs at the start of the day. We will continue to monitor this data and to communicate our concerns with parents.



## Student Achievement

### NAPLAN 2020

The COVID pandemic resulted in the cancellation of the 2020 NAPLAN Assessment. NAPLAN is used systemically as a measure of a school's effectiveness. In the absence of a 2020 assessment, we assessed our students in Reading and Numeracy using 2016 NAPLAN. We chose 2016, as it was the year in which the Expert Review Group assessed the school's effectiveness and delivered a number of Prescribed Improvement Strategies.

#### NAPLAN Comparative Performance - 2016

[Explanatory Notes](#)

[2017 Results >>](#)

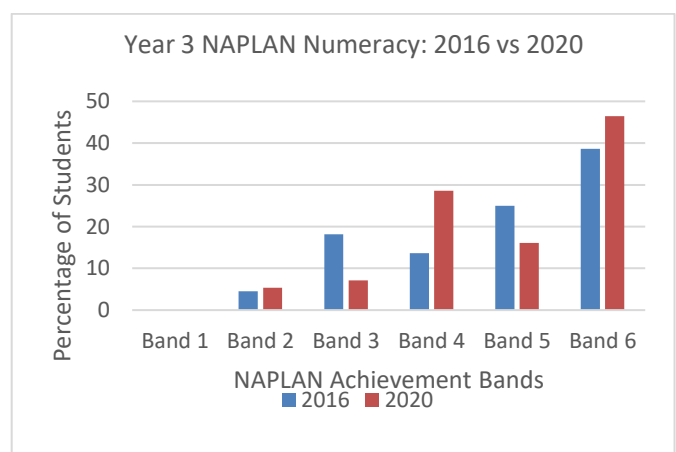
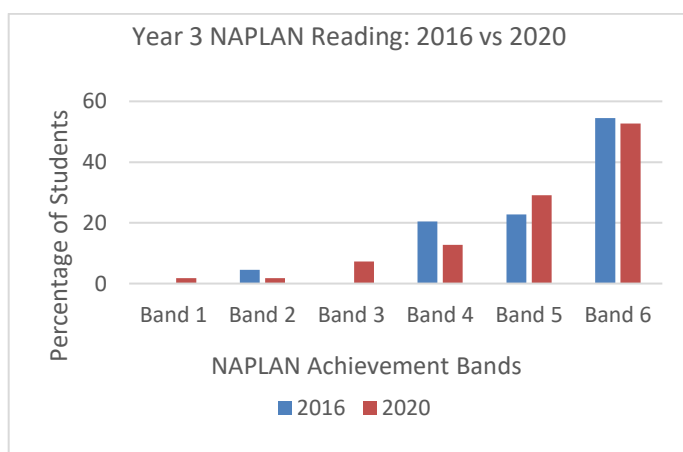
[2018 Results >](#)

Code	Name	ICSEA	Decile	Year 3					Year 5				
				N	R	W	S	P&G	N	R	W	S	P&G
5103		1171	1	1.5	0.7	0.1	-0.2	-0.4	0.2	-1.0	-0.9	-1.5	-1.0
5131		1207	1	1.0	0.9	0.2	0.0	0.3	-1.0	-0.6	-0.2	-1.9	-0.8
5173		1196	1	0.5	0.0	-0.6	-1.0	-0.1	0.6	-0.7	-0.6	-0.5	-0.1
5105		1174	1	-1.1	-0.4	-1.3	-1.2	-1.4	-1.2	-1.5	-0.3	-0.4	-0.1
5213		1169	1	1.7	1.2	0.9	0.0	-0.2	0.5	-0.6	0.9	1.2	0.8
5182		1195	1	-0.5	-1.2	-1.0	-0.6	-1.2	1.3	0.7	-0.2	-1.6	0.2
5344		1202	1	1.0	0.1	-0.2	0.3	0.0	0.3	-1.0	-0.3	0.2	0.0
<b>5124</b>	<b>North Cottesloe Primary School</b>	1200	1	0.5	0.0	-0.8	-0.3	0.0	1.2	-0.8	-0.3	0.3	-0.5
5404		1197	1	-0.8	-0.1	-1.0	-0.6	0.0	0.1	0.0	-0.1	0.1	0.8
5424		1189	1	0.8	1.1	0.1	-0.1	-0.2	-0.3	-0.5	-0.9	-2.5	-0.9
5464		1170	1	-0.3	-0.3	-0.1	-0.5	-0.1	1.4	0.1	0.2	-0.4	0.1
<b>School Selection Average</b>				<b>0.4</b>	<b>0.2</b>	<b>-0.3</b>	<b>-0.4</b>	<b>-0.3</b>	<b>0.3</b>	<b>-0.5</b>	<b>-0.2</b>	<b>-0.6</b>	<b>-0.1</b>

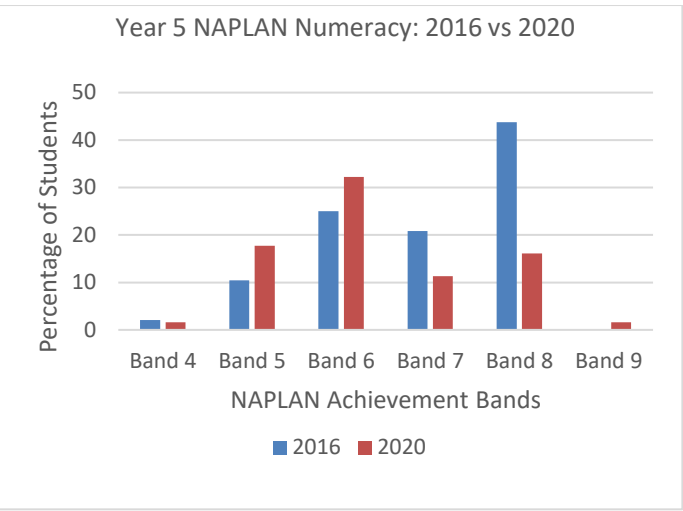
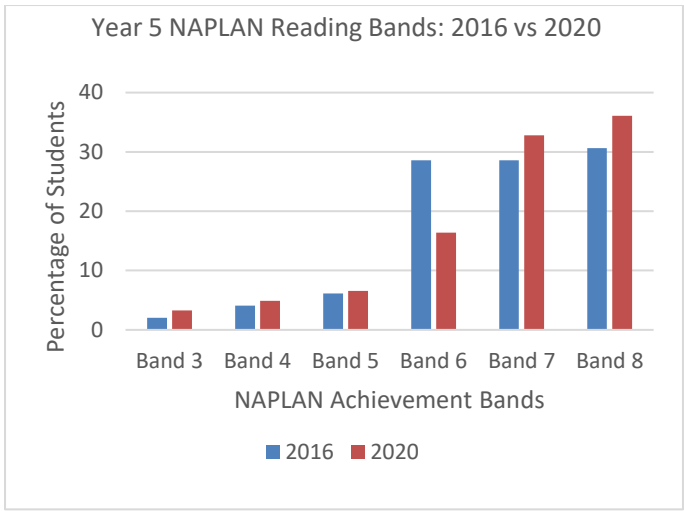
The Like Schools data that forms the basis of NAPLAN Comparative Data, are drawn by comparing a school's NAPLAN performance with that of schools of a similar Index of Community Socio-Educational Advantage (ICSEA). For most schools, this involves comparing the school with 8 schools immediately above in ICSEA and 8 immediately below; a group of seventeen schools. In 2016, North Cottesloe Primary School (NCPS) had the third highest ICSEA for WA primary schools and was compared with only 10 Like Schools; 2 above and 8 below. This reduced group size accentuates any performance variations, either above or below the mean.

In 2016, performance in Year 3 Numeracy was 0.5 Standard Deviations above the expected mean and the Year 3 Reading performance was as expected, when compared with Like Schools. By making a direct comparison between 2016 and 2020, we can hypothesise how our students' might have performed had the 2020 assessment gone ahead.

The data below shows a direct comparison, as a percentage, of the number of students in each performance Band and compares 2016 with 2020.



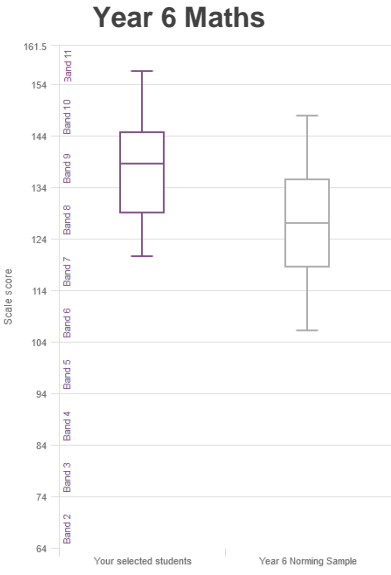
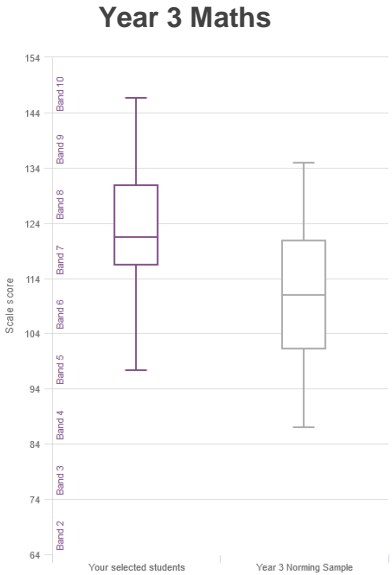
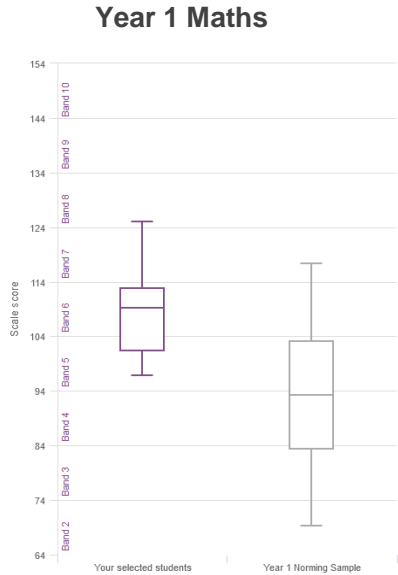




**Australian Council of Educational Research (ACER) Progressive Assessment Test (PAT)**

Data from ACER PAT is used to measure the progress of our cohorts of students against an Australian normed group. Students from Year 1 to Year 6 are assessed annually in Science, Reading, Mathematics and Spelling. Our Year 3 – 6 students also complete an assessment on Social and Emotional Wellbeing.

The school sets improvement targets, against the PAT median scaled score, which are presented in our Strategic Plan.



The example above shows the performance of our Year 1, 3 and 6 students of 2020, in the PAT Maths, compared with the performance of the Australian normed sample. While our students outperform the sample group, our target is for this improvement to build cumulatively, over a child's growth from Year 1 to 6, at a rate of 3 scales score points per year. This is an ambitious target.



## Tracking Individual Student Performance

Student progress and achievement is monitored at both an individual and cohort level. The school maintains a Student Tracking spreadsheet which facilitates longitudinal monitoring of individual students in systemic and normed assessments. This process will remain a priority.

The Tracking Document is used to collate information annually from whole school data. This allows teachers at a glance to assess the status of any one child at any one moment. It is also used to analyse individual student progress, cohort movement and to analyse whole school target achievement.

Student Details			PATS Maths											
Surname	Given Name	Room	Test Number	Stanine	Test Number	Stanine	Test Number	Stanine	Test Number	Stanine	Test Number	Stanine	Test Number	Stanine
			Oct-18		Oct-19	P	Oct-20	P	Oct-21	P				
		13	3	6	4	6		5	6					
		14	3	6	4	7		5	7					
		14	3	5	4	6		5	5					
		16	3	5	4	7		5	7					
		13	3	6	4	6		5	6					
		13	3	5	4	7		5	6					
		16	4	8	4	9		5	9					
		14	3	9	4	6		5	6					
		15	3	7	4	7		5	8					
		14	3	7	4	6		5	7					
		13						5	5					
		13	3	4	4	5		5	5					
		14	3	6	4	6		5	7					
			3	8	4			5						
		14	3	8	4	7		5	6					
		13	3	4	4	6		5						
		13	3	5	4	5		5	5					

**Key:**

- Below expected year level
- Above expected year level
- Well above expected year level

P = Progress

- Progress commensurate with year level
- Progress below year level expectation
- Progress above year level expectation

Below = dropping Stanine score/s between tests  
Above = increasing Stanine score/s between tests

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**Stanine Expectation:**

National expectation is that average students should achieve Stanine 5. Therefore:

- Achieving Below = Stanine 4 and under
- Above = Stanine 8
- Well Above = Stanine 9

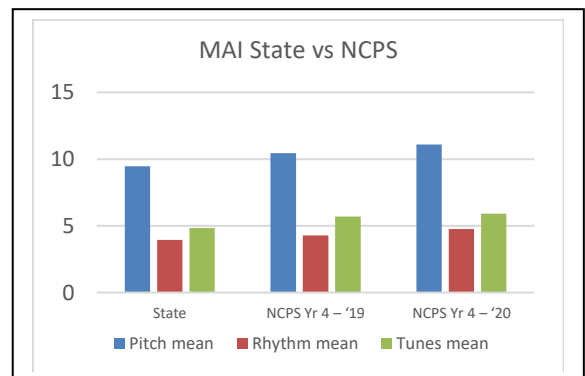
Students were also placed on the Brightpath Writing Assessment Ruler in Term 3 of 2020. This information was collated, printed in year groups and displayed as a Data Wall. Staff are able to access this information alongside the raw data within the Brightpath website.

## Instrumental Music School Support (IMSS) Musical Aptitude Indicator: Results 2019

The IMSS Musical Aptitude Indicator (MAI) has replaced the Arnold Bentley Measures of Musical Abilities test.

The Bentley test, while having served its purpose, had many flaws. The Musical Aptitude Indicator (MAI) has been developed to address many of these flaws and has the following features:

- The voice used is a neutral Australian one.
- The instructions have been worded to be as clear and consistent as possible.
- The word "test" does not appear anywhere on the CD or on the marking sheet.
- The CD was developed entirely in a digital format on computer. The pitches and rhythms are very accurate. There is no background noise at all.
- There is no chord section.
- Each section starts with a short musical introduction.
- Marking is now easy and accurate using an overlay.



The MAI is marked out of 40. There are three parts: pitch (20 items), rhythm (10 items) and tunes (10 items). It takes just under 17 minutes to complete.

The following data are from the 2019 MAI testing in schools. The results compare the results of 2636 Year 5 students from 75 schools with the Year 5 students from North Cottesloe Primary School.

	Student Numbers	Pitch mean	Rhythm mean	Tunes mean	Mean total
State	2636	9.47	3.95	4.84	18.26
NCPS Yr 4 - '19	51	10.45	4.27	5.7	19.44
NCPS Yr 4 - '20	39	11.1	4.76	5.92	21.79

## Student Destinations

2019 - 24 students

2020 - 43 students

Destination School	2019	2020
Shenton College	6	17
Presbyterian Ladies College	4	3
Scotch College	3	6
Christ Church Grammar School	2	5
St Hilda's Anglican School	2	7
Iona Presentation College	1	1
Melville Senior High School	1	
Newman College	1	
Methodist Ladies College		1
John XXIII College		1
Interstate		2
<b>Total</b>	<b>24</b>	<b>43</b>

## Student Council

Every two years we survey our students in Year 5 and 6 to gain a deeper understanding of their perceptions of school life. Longitudinal data indicates that students do not always believe their opinions are taken seriously. This was addressed in 2020 through the introduction of a representative Student Council to provide greater opportunities for student voice.

The Student Council is made up of the Year 6 Prefects and one student from each class in Years 1 to 5. The Council meets three times per term to discuss issues relevant to their classes. Teachers lead discussions with the class prior to these meetings in order for the representative to bring each matter to the Council for consideration and discussion.

During 2020 the issues raised by the Student Council that brought about change in our school included:

- Remediation of the "slippery drains" outside Rooms 8, 9 and 10.
- Repairs to the roof of the cubby.
- Discussions on alterations to the School Creed to make it more inclusive.
- Collecting containers to reduce waste and raise money.
- Filling in the holes being dug on the ovals by younger students.
- Increased activities at recess and lunch such as painting.

## Summary of Events 2020

Highlights of 2020 included:

- Brilliant Book entries and morning teas
- Fantastic whole school events including;
  - Little Scribe Online Writing Festival
  - Maths Problem Solving Day
  - Play-based Learning Day
  - Swimming and Athletics Carnivals
  - Ride to Sculptures by the Sea
  - Book Week Parade
  - Outdoor Learning Day



A wide variety of engaging incursions including;

- Yirra Yaakin
  - Science Alive
  - World of Maths
  - Electoral Education Centre
  - Scotch College Pipe Band
- 
- Exciting excursions to enhance a variety of curriculum areas including;
    - Year 6 Kalgoorlie Camp
    - RAC Imagine
    - AQWA
    - Indoor Rock Climbing
  
  - A variety of celebrations of the arts including;
    - Year 6 Production at Subiaco Arts Centre
    - North Cott's Got Talent



## Emotional Intelligence:

### Aristotle EI Program

At the beginning of 2020, two academics from Swinburne University came to North Cottesloe to provide professional learning for staff in the Aristotle Emotional Intelligence Program. Emotional intelligence can be defined as a series of abilities relating to how we understand, express, utilise in decision making and manage emotions. Children develop capacity and increase their ability to understand, effectively express and manage emotions as they get older, although there is great variability from child to child or adolescent to adolescent in these abilities.

Swinburne's research has shown that developing emotional intelligence in schools improves students' academic, sporting and leadership capabilities and enhances personal resilience and wellbeing. Staff use the Swinburne University EI information to deliver lessons around emotional regulation, understanding and recognition.



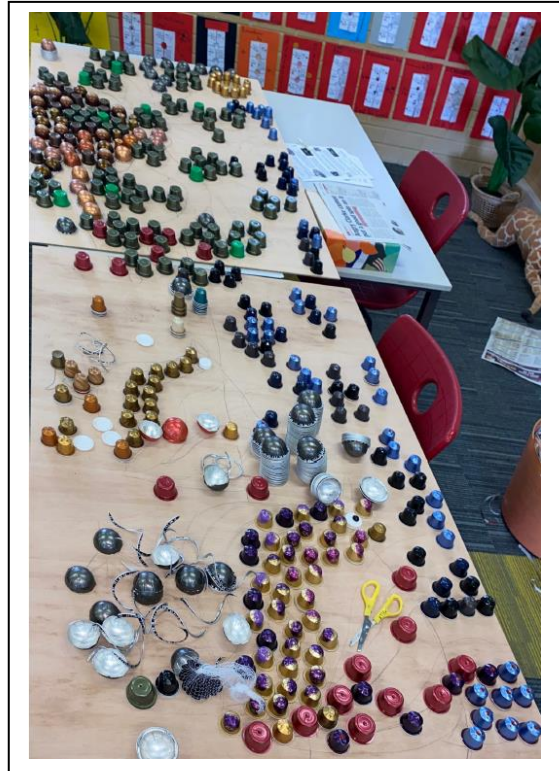
### Habits of Mind

The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these Habits of Mind serve to provide students with skills to work through real life situations that equip them to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome. The Habits of Mind are integral to the North Cottesloe Primary Explicit Lesson Structure which forms one of the major strategies of the Business Plan 20 – 22.

## Sustainability

The school has worked hard over the past two years to improve our sustainability footprint and be recognised as a Waste Free School. We have successfully embedded mechanisms to monitor, evaluate, review and report on our sustainability progress. We have a working Sustainability Operational Plan which is linked with P&C projects and the school's business plan. The school has a team of students who manage composting and a worm farm and the prefect body manages auditing of designated waste free days and walk to school practices. The student body has also worked with the canteen manager to reduce the canteen's wastage and recyclability. As a whole school we also participate annually in the Schools of Australia Clean Up Australia Day.

The school has established a Green Team to focus on more sustainable practices for our school. At times over the past two years we have collected and recycled soft plastic, collected bottle top lids and coffee pods to make an artwork that is student led as well as established a healthy garden and worm farm. The students compost foods on a regular basis and learn all about these practices. The students talk at the assembly sharing initiatives and information with their peers. Our goal for 2021 is to re-confirm our status as a Waste Free School accreditation and "walk the talk" in this area.



**Sarah Jefferson and Jeanette Williams**

## Chaplaincy:

**Pastoral Care:** The chaplain is available to support individual students and staff with social and emotional difficulties. They may be referred by self, staff or parents.

E.g. 'In Real Life' for Year 5 girls, Kids Who Care and 'What about for boys?'

**Fundraising:** To raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community.

- **Harmony Day:** Harmony Day promotes inclusivity, respect and a sense of belonging for everyone. Celebrate and focus on cultural diversity in Australia.
- **Bullying, No Way:** Bullying, No Way day is recognised annually. Official parent and student information cards are handed out and classes participate in an activity related to the theme.
- **Mental Health / Mindfulness Week:** Participate annually. Teachers lead mindfulness practice in class. Mental health and mindfulness are promoted with the school community E.g. yoga, no screens day.
- **NAIDOC Week:** Chaplain organises an incursion and classroom teachers explicitly teach Australian Indigenous content linked to the annual theme.
- **Melanoma WA, No Fry Day:** Melanoma WA is a partner of NCPS (links to the P&Cs Splash n Dash). Gold coin donation. Awareness-raising activity provided by Melanoma WA.

**Kids Who Care:** Contributing to healthy and active communities through Student Social Justice and Charity Group; Winter Appeal for homelessness, Angel Tree for Prisoners Children, Cancer Council

## Nourish: Parent and Community Partnership:

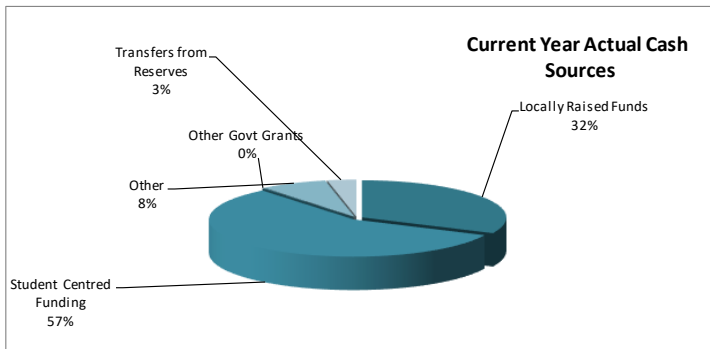
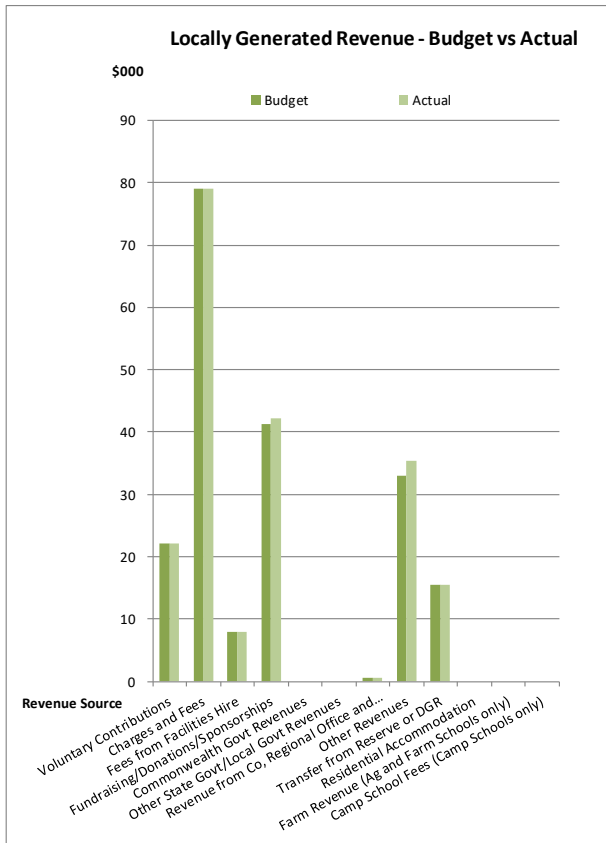
Nourish is a parent coordinated volunteer group which supports local families in need, often through the provision of meals. The parent team work with a NCPS class each month to collect donated food which students and parent volunteers then cook to provide meals for 'Homelessness We Care'.

## Angkor Project: Supporting a Global Community

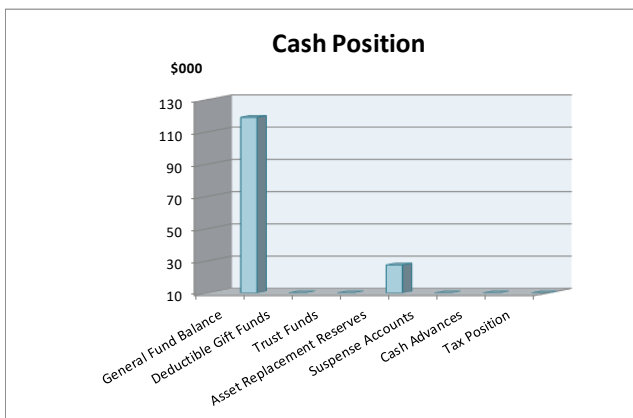
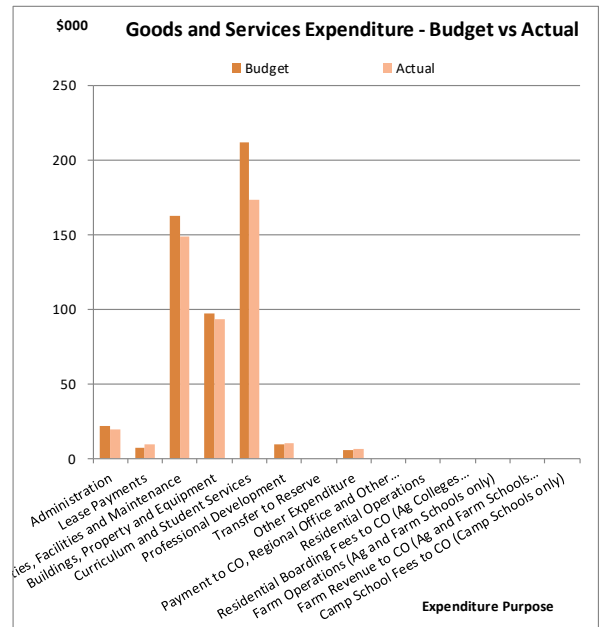
The Angkor Project is a collaboration between the WA DoE and the Cambodian Ministry of Education, Youth and Sport. It builds sister school relationships to enhance the education of students in both Cambodia and WA. Our sister-school is 'Srang Primary School'. Currently, the school's Prefect Year 6 student body campaigns to raise funds and awareness for the school annually through a series of presentations at assemblies.

**North Cottesloe Primary School**  
**Financial Summary as at**  
**31 December 2020**

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 22,092.00	\$ 22,092.20
2	Charges and Fees	\$ 79,032.00	\$ 79,031.49
3	Fees from Facilities Hire	\$ 7,945.00	\$ 7,945.00
4	Fundraising/Donations/Sponsorships	\$ 41,377.00	\$ 42,159.65
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 500.00	\$ 500.00
8	Other Revenues	\$ 32,954.00	\$ 35,391.35
9	Transfer from Reserve or DGR	\$ 15,432.00	\$ 15,432.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 199,332.00</b>	<b>\$ 202,551.69</b>
	<b>Opening Balance</b>	<b>\$ 104,724.00</b>	<b>\$ 104,724.05</b>
	<b>Student Centred Funding</b>	<b>\$ 270,423.00</b>	<b>\$ 270,422.73</b>
	<b>Total Cash Funds Available</b>	<b>\$ 574,479.00</b>	<b>\$ 577,698.47</b>
	<b>Total Salary Allocation</b>	<b>\$ 3,446,504.00</b>	<b>\$ 3,446,504.00</b>
	<b>Total Funds Available</b>	<b>\$ 4,020,983.00</b>	<b>\$ 4,024,202.47</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 21,631.00	\$ 19,253.14
2	Lease Payments	\$ 7,000.00	\$ 9,011.90
3	Utilities, Facilities and Maintenance	\$ 162,085.00	\$ 148,412.73
4	Buildings, Property and Equipment	\$ 97,142.00	\$ 92,898.30
5	Curriculum and Student Services	\$ 211,404.82	\$ 172,962.11
6	Professional Development	\$ 9,500.00	\$ 10,035.22
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 5,436.00	\$ 6,199.44
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 514,198.82</b>	<b>\$ 458,772.84</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ 3,096,708.00</b>	<b>\$ 3,096,708.00</b>
	<b>Total Expenditure</b>	<b>\$ 3,610,906.82</b>	<b>\$ 3,555,480.84</b>
	<b>Cash Budget Variance</b>	<b>\$ 60,280.18</b>	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 130,881.91</b>
Made up of:	\$ -
1 General Fund Balance	\$ 118,925.63
2 Deductible Gift Funds	\$ 1,722.92
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 27,341.60
5 Suspense Accounts	\$ (16,188.24)
6 Cash Advances	\$ (500.00)
7 Tax Position	\$ (420.00)
<b>Total Bank Balance</b>	<b>\$ 130,881.91</b>