**2022 Annual Report to the School Community**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/)).
* The school meets prescribed minimum standards for registration as regulated by the Victorian Registration 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 of the previous calendar year 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 27 April 2023 at 05:00 PM by Valerie Lobry (Principal) |

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| * This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community
 |
| Attested on 02 May 2023 at 09:35 AM by Paul Lacy (School Council President) |

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School Name: Cohuna Consolidated School (6211)

How to read the Annual Report

What does the *‘About Our School’* commentary section of this report refer to?

The ‘About our school’ commentary provides a brief background on the school and an overview of the school’s performance over the previous calendar year.

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 ‘Progress towards strategic goals, student outcomes, and student engagement’ section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

**School Profile**

* student enrolment information
* the school’s ‘Student Family Occupation and Education’ category
* a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
* school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

**Learning**

* English and Mathematics for Teacher Judgements against the curriculum
* English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

**Wellbeing**

Student responses to two areas in the Student Attitudes to School Survey:

* Sense of Connectedness
* Management of Bullying

**Engagement**

* Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

* the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
* 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do *‘Similar Schools’* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school’s socio-economic background of students, the number of non-English speaking students and the school’s size and location.

What does *‘NDP’* or ‘*NDA*’ mean?

‘NDP’ refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an ‘NDP’ label.

‘NDA’ refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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’).

**About Our School**

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| **School context** |
| Cohuna Consolidated School is a co-educational primary school located in the rural township of Cohuna and has a student population of 147 students. The school has 12.8 equivalent full time staff: 1 principal, 8.5 teachers (including our Tutor), 2.5 educational support staff and a Business Manager (0.8 EFT). The school provides high quality, challenging and progressive education. The school is extremely committed to providing students with comprehensive education that caters for the academic, social, physical and emotional development of all students. There is a strong focus on English and Mathematics while providing quality learning in all Victorian Curriculum areas. Many extra curricular activities are provided for students including sporting events, camps/excursions, spelling competitions, public speaking and a whole-school swimming program. The school has a dedicated, enthusiastic and experienced staff that prioritise student learning as their main focus. The school building is of a unique design; it consists of sixteen modern, flexible and open classrooms. It also has a Library, Art room, Multi-purpose room and canteen. The school is well resourced and is surrounded by spacious, well maintained playgrounds, including a vegetable patch. The school is well served by an active Parents’ Club and School Council. Parents and the wider community are very enthusiastic in their praise of the school. It is well regarded and enjoys good support amongst all sections of the community. It is intended that this will continue, with the school reinforcing commonly held values and preparing the children for further education and life. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| In 2022, although there was no remote learning, attendance was greatly affected by the realities of our first local Covid wave, mostly during Semester 1 and affecting both staff and students. The CCS team demonstrated great flexibility in dealing with the difficulties brought on by workforce and pandemic-related challenges. It also caused disruption to some of our usual programs as did the wide-scale floods of Term 4. Staff continued to work in their Professional Learning Communities (PLCs) to analyse data, build their capacity in assessment and differentiation as well as engage in reflective practice (Goal 1 in AIP). The School Staff survey reflected this with 83% of staff agreeing on the Academic Emphasis and 92% on the Collective Focus on Student Learning. The Grades 4-6 Attitude to School Survey (ATOSS) also showed strengths in Differentiated Learning Challenge (94% of positive responses) and High Expectations for Success (99% of positive responses). Focus areas included the implementation of Essential Assessment (Numeracy), Smart Spelling and the Writing Traits (to be continued in 2023). Notable NAPLAN results include Year 3 Reading, with 80% of students being in the top 2 bands and Year 3 Numeracy, with 44% of students in the top 2 Bands. The implementation of the Writing Traits saw improved Year 3 results. Year 5 results showed slower progress due to the disruption of the pandemic (learning from home for longer periods) and cohort-specific challenges.The introduction of Inclusion funding was pivotal in resourcing the school in terms of specific PD such as a whole-day of Dyslexia Professional learning for all staff. The newly appointed Inclusion Coordinator was able to coordinate and support staff to meet Student Support Group (SSG) requirements, with in-depth conversations benefiting every student involved. There was a clear focus towards our learning goals, as shown in the staff survey, with 90% of staff agreeing with the strong element of collaboration taking place. Partnerships with parents grew stronger within SSGs.Our Tutoring program continued to progress from strength to strength, with an experienced teacher in the role for the second year. Students were selected as per the Departmental requirements and extensive progress was made, particularly with the Reading Recovery program and small group work.  |
| Wellbeing |
| Wellbeing continued to be an absolute priority in 2022 due the ongoing challenges of the pandemic, particularly under the state-wide priority of "Happy, Active and Healthy kids". The focus was to embed positive mental health approaches in staff professional practice, work that will continue in 2023. Remote learning was no longer possible and a large number of students caught Covid during Semester 1. African Drumming training was provided to a staff member and then used as part of Specialist classes and before school one morning a week to encourage relaxation and connection between students. Community Events such as the Book Parade (joint event with other local schools) and our Open Day were very successful and anticipated events.Walk to School, the Cross Country and The Book Fair took place, as well as some sporting clinics (Ultimate Frisbee was a great success) and incursions. The Song Room provided an excellent 10-week program, following a successful grant application. Our Breakfast Program also provided a positive experience for our students and a leadership opportunity for our Grade 6 students. Informal Art sessions were also introduced for students who were identified as needing additional support.Staff also undertook Disclosure training as part of Trauma-informed practices.The Student Attitude to School Survey demonstrated 91% of Grades 4-6 students could think at least of one staff member as an advocate and 92% were feeling a strong sense of inclusion and belonging at CCS. The high level of care, dedication and professionalism was also recognised by parents with 100% of satisfaction recorded through the Parents survey.The first camp since 2019 was able to take place with Grades 5 and 6 enjoying the Sovereign Hill experience. Unfortunately the Grades 3 and 4 camp had to be cancelled due to the floods. Foundation students had an excursion to the Melbourne Zoo and Grades 1 and 2 students attended the Kyabram Fauna Park. The end-of-year Concert was also able to take place for the first time since the pandemic started and was an excellent opportunity to celebrate the year that was.The Parents Club involvement through the popular Easter and Christmas Raffles as well as the introduction of a fun-filled "Colour Run" at the end of the year were extremely successful. |
| Engagement |
| CCS prides itself on an inclusive culture, demonstrated daily by students and their interactions with students coming from different backgrounds or with various abilities. The election of School Captains and Vice-Captains also demonstrates these high levels of inclusion. In 2022, 86% of surveyed students felt strong connectedness to our school and their peers.Attendance was a challenge due to Covid hitting our school in Semester 1. In some cases, Covid symptoms lingered and led to longer absences. Other illnesses such as the flu and gastro-enteritis also caused a large number of absences. More holidays were also taken during school time as a direct result of previous lockdowns and limitations.The focus was on re-instating pre-Covid events such as the extremely well-attended Open Day during Education Week, often with three or even four generations in attendance. An Indigenous as well as a Bush Dancing Incursion fostered active participation and togetherness.Our school Captains and Vice-Captains started hosting weekly assemblies again and the Junior school Council was able to organise a few successful events, such as the Milo Cup Day.Our Parents Club organised a highly successful Colour Run Day at the end of the year, providing much needed fun for all students after two years of great disruption.  |
| **Financial performance** |
| Cohuna Consolidated School maintained a very sound financial position throughout 2022. The School Strategic Plan as well as the 2022 Annual Implementation Plan continued to provide the framework for the strategic allocation of funds. The school was successful in applying for a shade sail grant, which was the first step in completing a new outdoors learning area. At the end of the year, the school had a surplus of $505,265. This money was carried forward to fund school-based programs and other targeted initiatives. Fundraising events included a successful Bridge-to-Bridge stall BBQ fundraiser, various raffles and an end-of-year Fun Day for all students. |
| **For more detailed information regarding our school please visit our website at** [**https://www.cohunacs.vic.edu.au/**](https://www.cohunacs.vic.edu.au/) |

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the ‘How to read the Annual Report’ section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 153 students were enrolled at this school in 2022, 90 female and 63 male.

3 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school’s socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A ‘Low’ band represents a low level of socio-educational disadvantage, a ‘High’ band represents a high level of socio-educational disadvantage.

This school’s SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

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| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 99.2% |
| State average (primary schools): | 79.9% |

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

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| **School Climate** | Latest year (2022) |
| School percent endorsement: | 84.2% |
| State average (primary schools): | 73.4% |

LEARNING

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

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| **English****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 86.5% |
| Similar Schools average: | 84.5% |
| State average: | 87.0% |

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| **Mathematics****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 86.1% |
| Similar Schools average: | 84.1% |
| State average: | 85.9% |

LEARNING (continued)

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

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| **Reading****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 86.7% | 90.6% |
| Similar Schools average: | 70.6% | 70.8% |
| State average: | 76.6% | 76.6% |

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| **Reading****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 55.0% | 66.7% |
| Similar Schools average: | 65.8% | 65.6% |
| State average: | 70.2% | 69.5% |

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| **Numeracy****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 81.3% | 90.7% |
| Similar Schools average: | 57.3% | 62.6% |
| State average: | 64.0% | 66.6% |

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| **Numeracy****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 50.0% | 57.4% |
| Similar Schools average: | 50.4% | 55.1% |
| State average: | 54.2% | 58.8% |

WELLBEING

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 86.3% | 89.5% |
| Similar Schools average: | 80.0% | 80.3% |
| State average: | 78.1% | 79.5% |

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

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| **Management of Bullying****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 91.4% | 91.9% |
| Similar Schools average: | 80.8% | 81.4% |
| State average: | 75.8% | 78.3% |

ENGAGEMENT

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

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| **Student Absence****Years Prep to 6** | Latest year (2022) | 4-year average |
| School average number of absence days: | 23.8 | 18.0 |
| Similar Schools average: | 23.9 | 17.9 |
| State average: | 23.3 | 17.0 |

 **Attendance Rate (latest year)**

 Attendance rate refers to the average proportion of formal school days students in each year level attended.

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2022): | 89% | 90% | 88% | 85% | 86% | 88% | 89% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $1,838,206 |
| Government Provided DET Grants | $392,469 |
| Government Grants Commonwealth | $2,500 |
| Government Grants State | $0 |
| Revenue Other | $16,327 |
| Locally Raised Funds | $66,106 |
| Capital Grants | $0 |
| Total Operating Revenue | **$2,315,607** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $92,141 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$92,141** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $1,452,609 |
| Adjustments | $0 |
| Books & Publications | $438 |
| Camps/Excursions/Activities | $18,069 |
| Communication Costs | $3,665 |
| Consumables | $41,753 |
| Miscellaneous Expense 3 | $6,932 |
| Professional Development | $12,763 |
| Equipment/Maintenance/Hire | $5,900 |
| Property Services | $113,400 |
| Salaries & Allowances 4 | $74,871 |
| Support Services | $4,589 |
| Trading & Fundraising | $30,809 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $44,545 |
| Total Operating Expenditure | **$1,810,342** |
| Net Operating Surplus/-Deficit | **$505,265** |
| Asset Acquisitions | **$29,550** |

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
3. Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $407,726 |
| Official Account | $23,816 |
| Other Accounts | $0 |
| Total Funds Available | **$431,542** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $49,480 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $3,456 |
| School Based Programs | $160,598 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $16,000 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $10,146 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$239,680** |

*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.*