2025 Annual Report to the School Community

School Name: Coburg North Primary School (4543)

- all teachers at the school meet the registration requirements of the Victorian Institute of Teaching (VIT)
- 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 Act 2006 (Vic) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF).

Attested on 08 May 2026 at 10:37 AM by Michelle Tedeschi (Principal)

- As executive officer of the school council, I attest that this 2025 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 08 May 2026 at 10:37 AM by Michelle Tedeschi (Principal)

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
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - average absence days per student
  - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Coburg North Primary School is situated in the Hume Merri-bek area in the northern suburbs of Melbourne, approximately 9 kilometres from the city centre. Established in 1937, the school has a long and proud history of serving its local community. The school is located in a high socio-economic area and benefits from a well-educated and engaged parent community with a strong commitment to their children's social, emotional and academic development.

Coburg North Primary School provides an inclusive and high quality education for all students. The school values strong partnerships between home and school, recognising the shared responsibility in supporting student learning, engagement and wellbeing, and in maintaining a safe, inclusive and orderly learning environment.

Coburg North Primary School's vision is to inspire a welcoming community of engaged, motivated and curious learners who take pride in building the skills and knowledge for lifelong learning and success. The school's values of Respect, Responsibility and Resilience provide a foundation for all decisions and actions. They guide the way we work together, set shared expectations for behaviour, and help us remain focused on what matters most: every student's learning, wellbeing and growth.

Respect – We act with kindness, empathy and care so that everyone feels safe, included and valued.
Responsibility – We act with integrity, take ownership of our actions, and make positive choices to do and be our best.
Resilience – We embrace challenges, learn from our mistakes and use flexible thinking to persist when things are difficult.

In 2025, the school had a student enrolment of 516, reflecting a slight decline from previous years. The school serves a diverse community, with 9% of students identified as English as an Additional Language (EAL) learners and 1% identifying as Aboriginal and Torres Strait Islander.

In 2025, the school employed a total of 63 staff across the year, including 3 principal class, 2 Learning Specialists, 31 classroom teachers and 18 Education Support staff. The school operated 23 straight-grade classes from Foundation to Year 6 and delivered a comprehensive specialist program including Music, Visual Arts, Physical Education, Italian and STEAM. As well, a broad range of extra curricular opportunities supported and enhanced engagement and wellbeing. This included a comprehensive camp program from Foundation to Year 6, swimming program for Foundation to Year 6, interschool sports for Year 6, sports clinics, athletics, cross country events, an extensive excursion and incursions program throughout the school, and also special evening events organised by the dedicated staff and supported by our parent community, to provide a holistic educational journey for all students.

2025 was an important year with being involved in the four year School Review process. This enabled many insights and to then work on setting the direction for the next four years through a new School Strategic Plan which was completed in Term 3 of 2025. The school has continued their committment to develop curious, creative and engaged learners equipped to navigate a changing world. A School-Wide Positive Behaviour Support (SWPBS) approach underpins student

wellbeing, promoting Respect, Responsibility and Resilience. The school continually prioritises the right of all students and staff to learn and work in a safe, inclusive and supportive environment.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Coburg North saw a change in direction due to the new School Strategic Plan. The school Review provided insights into Learning at Coburg North that supported new goals. The Learning goal - To maximise student literacy and numeracy outcomes, provided scope to continue the focus on the AIP key actions which were to develop a Guaranteed and Viable Curriculum for reading aligning with the Department of Education's priority on phonics instruction and embed explicit direct instruction principles when planning and teaching aligned with the introduction of the VTLM 2.0.

To support these key AIP actions, the following was implemented:

- A GVC team was created to begin to develop the Reading GVC with the inclusion of feedback. This work grew to include Writing and Maths GVCs by the end of 2025.
- Key professional learning for staff consisting of AERO implementation and EDI in phonics. This focus was in Foundation to Year 2. This was also further developed with reading intervention to help 'catch up' students falling behind.
- providing a coaching model to ensure consistent practice of phonics implementation. The Step Lab Program extended to meet the teaching practice needs of staff throughout the school and supported a positive culture in coaching.

Coburg North's 2025 Learning measures in Reading had stabilised in the percentage of student in strong or exceeding Year 3 Naplan at 85% and the same as similar schools. Year 5 percentage of students in strong or exceeding in Naplan was 86% and fell short of similar schools at 90%.

The percentage of students with high or medium relative growth in Naplan reading Year 3 to Year 5 performed in the improving group at 78% which is similar to our similar schools. There has shown an increase in relative growth in reading from Year 5 to Year 7 at 87% and is higher than similar schools.

The Learning measures in Numeracy demonstrated students who performed in strong or exceeding came out in the high performance group at 81% and a little lower than similar schools. Year 5 students performed in strong or exceeding came out in the medium performance group at 76% which is lower than similar schools at 85%.

Whilst in Naplan Numeracy in the high or medium relative growth measure, Year 3 to 5 Naplan results showed 64% much lower than that of the similar schools. However, from Year 5 to Year 7, the relative growth measure jumped to 89% also higher than similar schools at 80%.

Moving forward to 2026, measures are now put in place to continue with intervention and include a maths enrichment program for Years 3 to 6.

Wellbeing

2025 saw the school change in direction due to the new School Strategic plan. The school review insights provided the school with information that was necessary to go deeper with wellbeing and ensure School Wide Positive Behaviours supported an orderly and structured learning environment inclusive for all students. Whilst the wellbeing goal for the school in 2025 was to improve student wellbeing for learning, the key actions involved understanding and implementing adjustments in planning and teaching to develop inclusive practices. To achieve this action, the school planned:-

- targeted small group intervention in social skills building, emotional regulation and peer interactions
- developed a learning adjustment team to support adjustment profiles for disability inclusion profiles
- professional learning for staff to implement with fidelity, Berry street, The Resilience Project and School Wide Positive Behaviours

The Wellbeing measures in the 2025 Performance Report have depicted that the school's performance measure is in the improving group with the following outcomes:-

- percentage of positive endorsement in emotional awareness and regulation at 68% an increase from the previous year
- percentage of positive endorsement in stimulated learning at 59% lower than similar schools
- percentage of positive endorsement in managing bullying at 62% an increase from the previous year

The second half of 2025, measures were put in place to focus on school pride and looking at behaviour data depicting the need for further coaching for staff in behaviour strategies, engaging and orderly classroom environments and deepen the use of school wide positive behaviour language.

Engagement

Students at Coburg North Primary School are engaged and connected to school and this is supported by the extensive opportunities that are provided for students. The school continued with The Resilience Project and The Berry Street Model with provisions for staff professional learning in these programs. Whilst there were many changes, the need for consistency was something that Coburg North has continued to strive to achieve. The continued interventions, the use of the Wellbeing Hub for social groups and emotional regulation was important to support the needs of students throughout the year. Opportunities for school led groups such as Junior School Council and the student leadership group contributed to student voice and agency.

The wellbeing measures and domain performance for our school, depicts the performance group in the developing domain. The Attitude to School Survey in 2025 depicted the following:-

- percentage of positive endorsement in school connectedness at 65%, which is lower than similar schools
- percentage of positive endorsement in student voice and agency at 52%, which is lower than similar schools

Coburg North Primary School attendance rate shows an attendance of 89% which is higher than the state attendance, but slightly lower than similar schools. Our school's highest attendance rates from 2025 was the Foundation cohort at 92.5%, Year 1 at 90.9% and Year 3 at 90.9%.

The focus on attendance for Coburg North is of high priority with measures put in place to support students and families with the expectations that every day counts.

Other highlights from the school year

Coburg North Primary School offers an array of opportunities for an inclusive school learning environment. Our school is committed to an inclusive education involving a strong community partnership that strives to continually improve in connection throughout our whole community. The announcement of a future new kindergarten to be developed in Coburg North next to our school will extend our strong partnership with the community to enable our transition program to strengthen even further moving forward.

- The school's gradual approach to the camp program in 2025 began in Foundation with the celebration breakfast for 100 days of school event. Year 1 students celebrated a Year 1 dinner at school and the Year 2 cohort slept at school for their first night away from home, enjoyed dinner and breakfast together and this event included an array of evening activities. Years 3 to 6 enjoyed camp experiences that included adventurous activities involving safe risk taking and challenge.
- The Foundation to Year 6 swimming program was another successful program ensuring all students were able to take part in swimming lessons and water safety activities, aligning to Department requirements for water safety for all children

Our specialist programs offered an array of challenge, fun and opportunities to strengthen curiosity and imaginative minds. This included:-

- Athletic events and carnivals inviting our school community in. These events took many students further by participating and competing against other schools in our district and region.
- STEAM lessons involved a deep learning experience within science offering incursions that challenged and spiked curious minds to question and hypothesize the world around us.
- Music, Visual Arts and Italian came together to provide opportunities for creative expression during evening community events extending students creative flair.

The VSBA approved new toilet block had begun in 2025 and completed for all students in the beginning of 2026. The $500,000 refurbishment of this building brought a positive impact to all students and the whole community, being a much needed school improvement.

Financial performance

Coburg North Primary School is committed to providing an educational experience that supports learning for all students. Our strategic approach to program budgets, revenue and expenditure reflect this commitment and is under continuous refinement.

The new appointment of the Business Manager in 2025 ensured the improvement of budgets that reflected the decrease in enrolments. While there were small continuous improvements to our facilities, mostly funded through locally raised funds, a conservative approach has currently taken place to ensure the school is operating in a financially sustainable way into the future.

The school ended 2025 with a moderate financial position, with a net operating surplus. This was supported through School Council maintaining various local contracts, and negotiating an extension to the Coburg Basketball Association's hire agreement from May 2025. In addition, the school received some state government and Commonwealth grants which supported the delivery of curricular and extra-curricular activities.

The school will continue to refine operating budgets in coming years to enable further delivery on our commitments to students and families.

For more detailed information regarding our school please visit our website at https://coburg-north-ps.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 516 students were enrolled at this school in 2025, 249 female and 267 male. 9% had English as an additional language and NDP 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 **Low**.

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**76.4%**
	Similar schools	76.6%
	State	82.0%

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025
% positive endorsement School Climate (School Staff Survey)	**School**	**69.0%**
	Similar schools	78.5%
	State	77.4%

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025
English Prep - 6 % of students at or above age expected standards	**School**	**89.6%**
	Similar schools	94.8%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**90.7%**
	Similar schools	94.7%
	State	84.2%

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	**School**	**84.8%**	**80.7%**
	Similar schools	85.1%	84.7%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**84.5%**	**89.0%**
	Similar schools	89.6%	89.3%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**81.0%**	**79.9%**
	Similar schools	83.4%	83.4%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**76.1%**	**75.4%**
	Similar schools	84.6%	83.5%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025
Reading Year 3 to 5 % of students High or Medium relative growth	**School**	**78.5%**
	Similar schools	78.3%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**63.6%**
	Similar schools	74.4%
	State	74.0%

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percentage 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	**School**	**65.1%**		**61.6%**
	Similar schools	74.1%		75.2%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

The percentage 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	**School**	**62.2%**		**58.5%**
	Similar schools	73.0%		73.5%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	**School**	**20.3**	**20.0**
	Similar schools	17.8	18.2
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	**School**	**92.5%**	
Year 1	**School**	**90.9%**	
Year 2	**School**	**88.7%**	
Year 3	**School**	**90.9%**	
Year 4	**School**	**86.9%**	
Year 5	**School**	**89.9%**	
Year 6	**School**	**88.1%**	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	$5,225,316
Government Provided DET Grants	$495,980
Government Grants Commonwealth	$11,926
Government Grants State	$5,000
Revenue Other	$38,778
Locally Raised Funds	$680,287
Capital Grants	$0
Total Operating Revenue	**$6,457,288**

Equity	Actual
Equity (Social Disadvantage)	$22,732
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$22,732**

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package[1]	$5,369,611
Adjustments	$0
Books & Publications	$2,113
Camps/Excursions/Activities	$230,859
Communication Costs	$4,536
Consumables	$84,628
Miscellaneous Expenses[2]	$17,697
Agency Staff	$238,886
Professional Development	$26,193
Equipment/Maintenance/Hire	$58,426
Property Services	$134,091
Salaries & Allowances[3]	$102,384
Support Services	$2,293

Expenditure	Actual
Trading & Fundraising	$5,045
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$44,805
Total Operating Expenditure	**$6,321,567**
Net Operating Surplus/-Deficit	**$135,721**
Asset Acquisitions	**($0)**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$668,111
Official Account	$51,193
Other Accounts	$72,448
Total Funds Available	**$791,753**

Financial Commitments	Actual
Operating Reserve	$158,659
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$57,675
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$16,686
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$233,020**

All funds received from the Department of Education, 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.