

2022 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 (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 March 2023 at 11:32 AM by Monika Gruss (Principal)

- 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 27 March 2023 at 01:10 PM by Robbie Napper (School Council President)

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
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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

School context

Coburg North Primary School is situated in the northern suburbs approximately nine kilometers from the CBD of Melbourne. In 2022, the school's student population stabilised at 580 students, 287 female and 293 male. 9% were EAL (English as an Addition Language) students and 1% were ATSI (Aboriginal and Torres Strait Islander) students. In 2022 CNPS had 45 staff members (40.7 FTE): 2 Principal class, 2 Learning Specialists, 33 teachers, and 7.8 Education Support staff. There were 25 classes and 5 specialist programs (Music, Visual Arts, Physical Education, Italian and STEAM).

The school has a high socio economic profile based on the school's Student Family Occupation and Education Index which takes into account parents' occupations and education. The parent community is a well-informed group with the vision and skill to work with the school to enrich and improve the educational experience for their children. The school has an active Parents and Friends group who organise events to fundraise and bring the parent community together.

School Vision:

To build a community of curious, creative and engaged learners who are empowered to meet the challenges of our rapidly changing world. Collectively we will work with our students to become responsible global citizens who have the skills, knowledge and personal attributes they need for their future.

School Values:

The school has well developed structures in place to support student wellbeing and has introduced a School Wide Positive Behaviours approach.

Coburg North Primary operates from the platform of the following rights:

1. Students and teachers have the right to do as much work as possible.
2. Students and teachers have the right to feel safe and comfortable all of the time.

Underpinning these rights are the following school values: Respect, Responsibility and Resilience.

Progress towards strategic goals, student outcomes and student engagement

Learning

Coburg North Primary School focused on the Department of Education and Training's two main priorities, Learning and Wellbeing. Teachers took part in a two day conference focusing on neuroscience of learning and engagement through inquiry. The conference was held by international renowned speaker Lane Clark. Teachers continued with the tutoring initiative where teachers implemented a weekly tutoring session to provide targeted support for all students who had fallen behind in Number. To increase parents as partners in education, the specialist team introduced SeeSaw to the community which was well received.

Mid year, CNPS adopted the Systematic Synthetic Phonics approach to our reading program. This method of reading helps children to learn the relationship between the sounds (phonemes) of spoken language and the letter symbols (graphemes) of the written language. The PLD program was introduced to begin this journey. The data collected from students was used to place students to groups of sounds that are based at their level.

Professional Learning Communities (PLC) continued to play an important process for developing collaborative and data driven approaches to differentiated and individualised learning for all students. In 2022 PLCs were adopted around classroom environments and student's progress in mathematics.

When analysing the schools performance data under learning (2022), our data states:

TEACHER JUDGEMENT (at or above age expected level F-6)

- Reading and Viewing: 96%
- Writing: 79%
- Number and Algebra: 91%
- Measurement and Geometry: 94%
- Statistics and Probability: 95%

NAPLAN

Reading

- 55% of students in the top two bands.
- 3.4% of students in the bottom two bands.
- 75% of students meeting or above benchmark growth (Years 3-5)

Numeracy

- 29% of students in top two bands
- 5.7% of students in the bottom two bands.
- 74.2% of students meeting or above benchmark growth (Years 3-5)

Wellbeing

Introduction of the Wellbeing and Inclusion Team (WIT) was welcomed at CNPS in 2022. The team comprised of our WIT Leading Teacher (Masters in Inclusion), Mental Health and Wellbeing Leader/School Wide Positive Behaviours Leader and School Psychologist. The introduction of this new team was timely as many students and teachers required additional support after the Covid-19 lockdown period.

2022 saw the Foundation students utilising the new play-based Foundation playground. The new playground enabled students to feel safe within a large school with only Foundation students accessing the playground. The 2022 Foundation students experienced less anxiety with minimal school refusal.

The positive percentage endorsement in the Attitude to School Survey (AToSS) showed 70% of students showing a sense of connectedness to the school. 75% of students felt a sense of inclusion while students feeling they had low resilience was maintained at 33%.

Parents appreciated the increased communication from the school. 65% of parents who participated in the Parent Opinion Survey showed a positive endorsement of improved communication. Parent participation and involvement in the school rose slightly to 68%. Collective efficacy from staff remained high at 73% with teachers trust in students and parents dropping slightly to 72%.

Engagement

CNPS students continued to be engaged and connected to their school. Students were given opportunities to continue to build their resilience, responsibility, and engagement throughout the teaching and learning program and extra curricula activities.

The positive endorsement from students in the Attitude to School Student Survey showed 72% of students feeling the school provided a differentiated challenge in 2022. Stimulated learning was felt by 66% and student's understanding of Student Voice and Agency dropped leaving 52% of students feeling they had voice and agency over their learning. Data from the Parent Opinion Survey was higher for voice and agency with 68% of parents believing their children had opportunities for voice and agency. Parent opinion of effective teaching (66%) and school pride (76%) dropped slightly.

Teachers belief in academic emphasis remained the same with a positive endorsement of 62%. Staff opinion of teacher collaboration also dropped in 2022 with 48% believing teaching collaboration was high. 57% of staff believed that the school had a Guaranteed Viable Curriculum to support students.

In 2022, 21% of our students were absent 20 or more days. A high proportion of absences were recorded due to illness. CNPS had increased number of families contracting influenza and Covid throughout the year. The state average for absences for 20 or more days was 44%.

Financial performance

Coburg North Primary ended 2022 in a strong financial position, with a healthy Student Resource Package (SRP) surplus, strong operating surplus and healthy but reduced bank account balance. Strategic Investment in Student Wellbeing and the school's maturing staff profile will see the school draw down on the SRP surplus in 2023 and 2024.

In 2022 the bank balance reduced due to significant capital works investment in the Foundation Playground, the Inclusive Playground (Mt Aspiring) and the Covered Outdoor Learning Area (COLA). Further planned Capital Works Investment in the Junior Playground (Pirate Ship), building works improvements in Block B and the Department of Education and Training (DET) refusal to fund the TIL burden from the 2022 VGSA agreement will further diminish the bank balance in 2023.

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 577 students were enrolled at this school in 2022, 287 female and 290 male.

9 percent of students had English as an additional language and NDP 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).

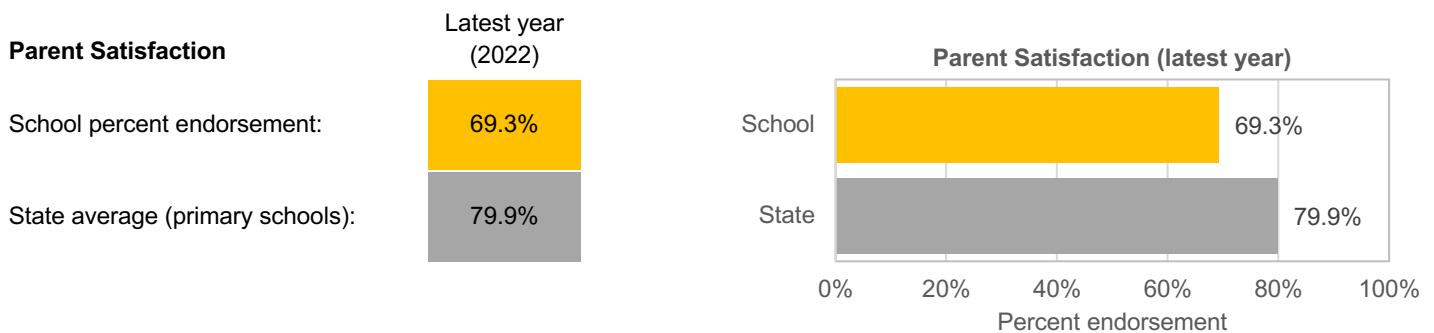
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

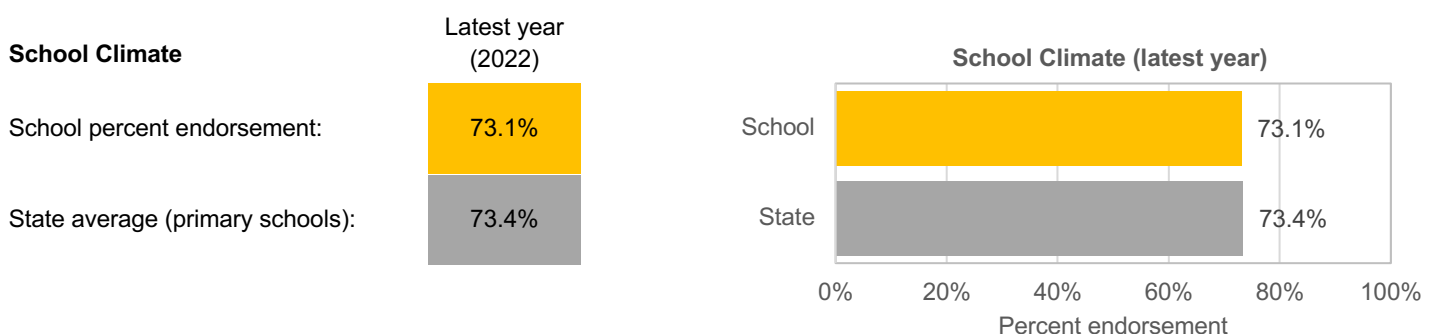


School Staff Survey

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.



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.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

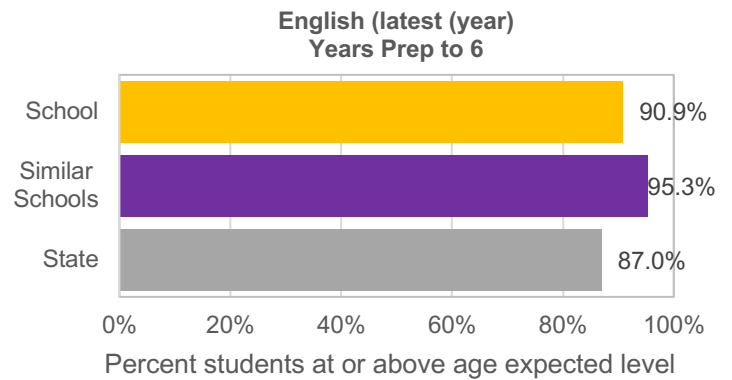
90.9%

Similar Schools average:

95.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

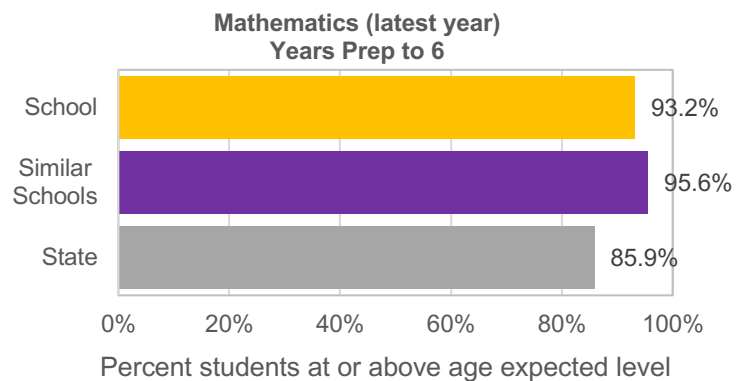
93.2%

Similar Schools average:

95.6%

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.

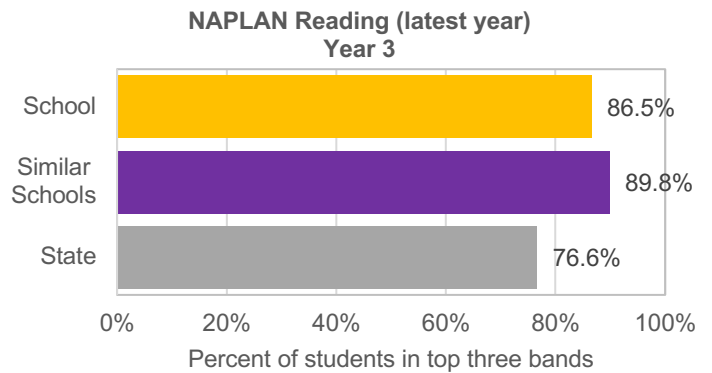
NAPLAN

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.

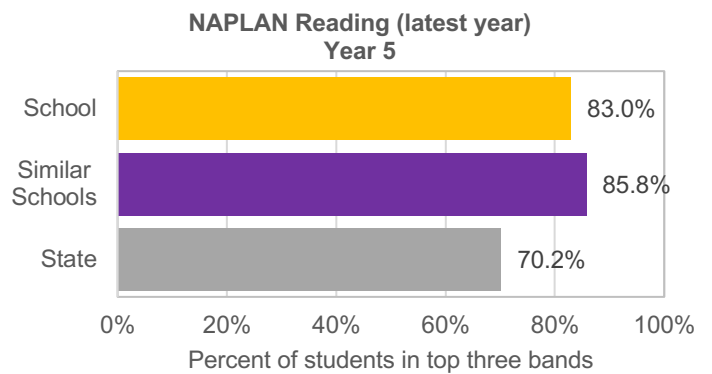
Reading Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 86.5% | 88.3% |
| Similar Schools average: | 89.8% | 90.1% |
| State average: | 76.6% | 76.6% |



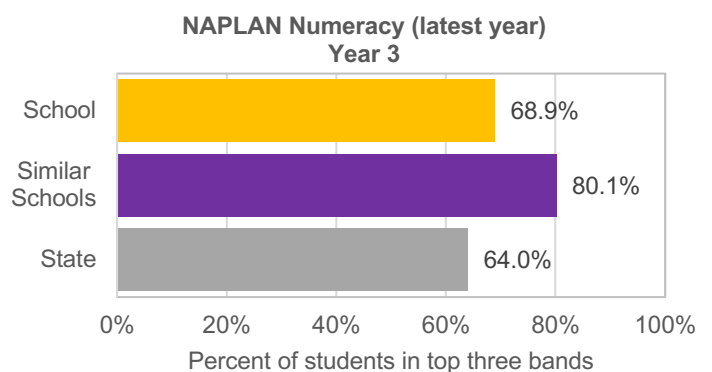
Reading Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 83.0% | 83.0% |
| Similar Schools average: | 85.8% | 85.1% |
| State average: | 70.2% | 69.5% |



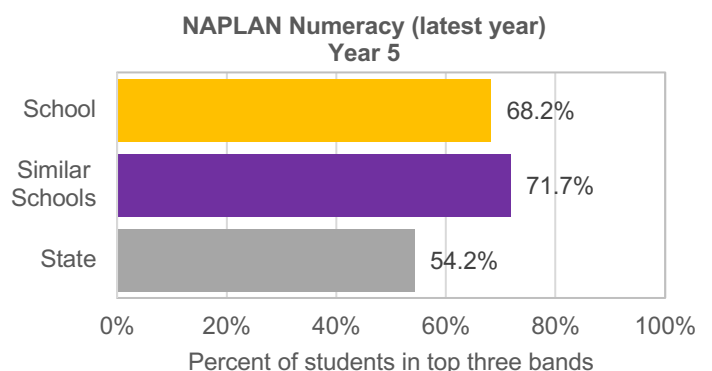
Numeracy Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 68.9% | 77.4% |
| Similar Schools average: | 80.1% | 83.2% |
| State average: | 64.0% | 66.6% |



Numeracy Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 68.2% | 66.8% |
| Similar Schools average: | 71.7% | 76.5% |
| State average: | 54.2% | 58.8% |



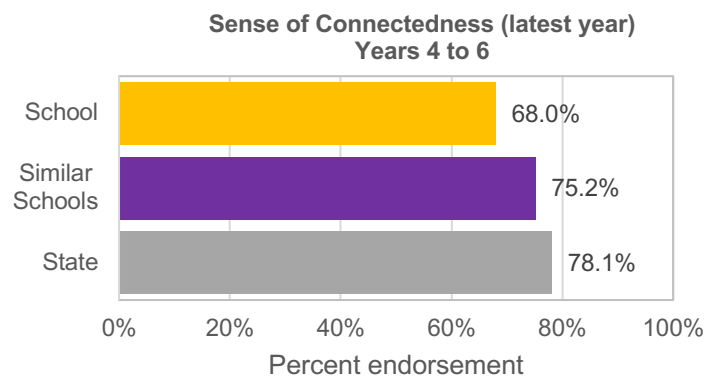
WELLBEING

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).

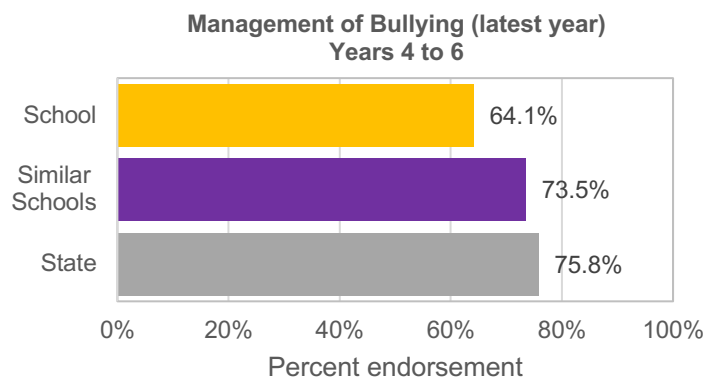
| Sense of Connectedness Years 4 to 6 | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent endorsement: | 68.0% | 70.6% |
| Similar Schools average: | 75.2% | 78.0% |
| State average: | 78.1% | 79.5% |



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).

| Management of Bullying Years 4 to 6 | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent endorsement: | 64.1% | 70.0% |
| Similar Schools average: | 73.5% | 76.8% |
| State average: | 75.8% | 78.3% |



ENGAGEMENT

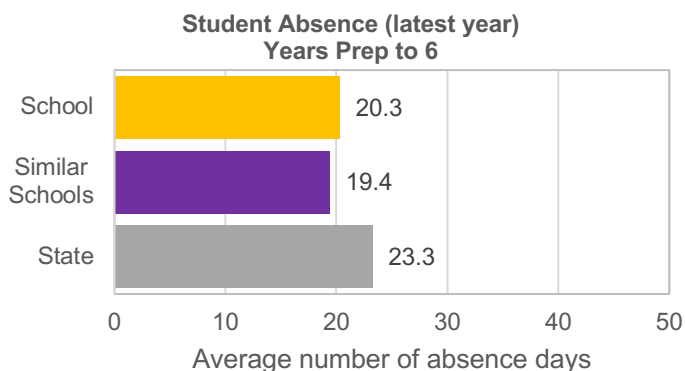
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 20.3 | 15.1 |
| Similar Schools average: | 19.4 | 12.8 |
| 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.

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2022): | 91% | 89% | 91% | 90% | 90% | 89% | 89% |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$5,178,063 |
| Government Provided DET Grants | \$466,406 |
| Government Grants Commonwealth | \$11,462 |
| Government Grants State | \$25,000 |
| Revenue Other | \$36,141 |
| Locally Raised Funds | \$665,632 |
| Capital Grants | \$20,000 |
| Total Operating Revenue | \$6,402,704 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$17,258 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$17,258 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$4,671,959 |
| Adjustments | \$0 |
| Books & Publications | \$1,943 |
| Camps/Excursions/Activities | \$197,710 |
| Communication Costs | \$4,819 |
| Consumables | \$157,680 |
| Miscellaneous Expense ³ | \$34,194 |
| Professional Development | \$27,870 |
| Equipment/Maintenance/Hire | \$91,302 |
| Property Services | \$114,968 |
| Salaries & Allowances ⁴ | \$90,466 |
| Support Services | \$263,440 |
| Trading & Fundraising | \$7,995 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$44,951 |
| Total Operating Expenditure | \$5,709,297 |
| Net Operating Surplus/-Deficit | \$673,408 |
| Asset Acquisitions | \$459,670 |

(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 | \$702,814 |
| Official Account | \$55,629 |
| Other Accounts | \$70,191 |
| Total Funds Available | \$828,634 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$156,564 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$0 |
| 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 | \$40,000 |
| Capital - Buildings/Grounds < 12 months | \$650,000 |
| Maintenance - Buildings/Grounds < 12 months | \$77,500 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$400,000 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$1,324,064 |

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.