

# 2019 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](http://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 2019 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 15 April 2020 at 04:46 PM by Monika Gruss (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 20 April 2020 at 01:10 PM by Kate Copping (School Council President)

## About Our School

### School context

Coburg North Primary School is situated in the northern suburbs approximately nine kilometers from the CBD of Melbourne. The school's enrolment is rapidly growing. In 2019, the school reached a student population of 534 students, 271 female and 263 male. 11% were EAL (English as an Addition Language) students and 1% were ATSI (Aboriginal and Torres Strait Islander) students. In 2019 Coburg North Primary had 46 staff members (32 full time): 2 Principal class, 32 teachers, and 12 Education Support staff. There were 24 classes and 4 specialist programs (Music, Visual Arts, Physical Education and Italian).

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 foster curiosity and a lifelong pursuit of knowledge in a dynamic and engaging setting through enriched quality teaching and learning experiences. To nurture a strong sense of self-worth and develop the skills to be a contributing member of society.

#### School Values:

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:

Learning; Enjoyment; Responsibility; Trust; Respect; Friendliness; Confidence; Honesty.

In 2019, the school began the process of revising the school values to refine them to three. Feedback from all stakeholders were met. The 3 values will be released in early 2020.

### Framework for Improving Student Outcomes (FISO)

In 2019, the FISO initiatives and Key Improvement Strategies (KIS) were:

FISO Initiative: Health and Wellbeing. GOAL: Develop clear expectations and positive respectful relationships across the school community.

KIS: Investigate and implement a school wide framework in regards to mental health, well-being and respectful relationships.

FISO Initiative: Building Practice Excellence. GOAL: Continue to embed a school wide approach to Teaching, Learning and Assessment practices to improve student outcomes through differentiation across the curriculum.

KIS 1: Develop teacher capacity in the effective use of data to differentiate their practice to meet the needs of all students using Professional Learning Communities.

KIS 2: Establish a 21st Century curriculum framework to improve student engagement and support improved learning outcomes.

### Achievement

In 2019, teacher judgement for all strands in English and Mathematics were above the median of all Victorian Government Primary schools and were similar to the results for primary schools with similar characteristics to Coburg North Primary.

NAPLAN results for students performing in the top two bands in reading were above similar schools in Year 3, but showed a slight decrease compared to similar schools in Year 5. Numeracy results in Year 3 were similar to those similar to Coburg North PS but below those of similar schools in Year 5. All results in English and Mathematics were above the median of all Victorian Government schools.

Relative growth (student's results from Year 3 to Year 5), showed a need to decrease the percentage of low growth in all areas except for Numeracy. The relative growth data also shows a need to increase the high learning gain in all areas.

The school will continue to establish consistent practices across the school in both Literacy and Mathematics. The school's Learning Specialists will continue to work with teachers across the school to provide coaching and demonstrations for teachers. Work will continue on developing teacher's capacity to effectively use Professional Learning Communities to improve student data across all areas.

### **Engagement**

The average number of student absence days were similar to schools with similar characteristics to Coburg North Primary. Common reasons for non attendance include illness and extended family holidays.

The 2019 Attitudes to School Survey demonstrates there was a general downward trend in student's attitudes towards school (Sense of Connectedness) scoring below the similar school comparison.

In 2020 the school will continue to work on engagement through the development of the New Pedagogies for Deep Learning as well as utilising research in Student Voice and Agency. The school will continue to use PIVOT to collect information from students regarding their teacher's performance.

### **Wellbeing**

The 2019 Attitudes to School Survey demonstrates there was a general downward trend in student's attitudes towards school (Management of Bullying) scoring below the similar school comparison.

The Capital Works project finished at the end of 2019 which opened up more spaces for students to access in 2020. In 2020 a Playground Working Party will be working towards increasing playgrounds in the school grounds. An Inclusive Playground Fund of \$200 000 was awarded to the school at the end of 2019 which will be used in 2020 for the playground development.

The school refined its behaviour management process and updated the Behaviour Management Process chart as well as beginning the process of implementing a School Wide Positive Behaviour Schools Framework (SWPB). The school will work on developing a SWPB matrix that will focus on positive behaviour at the school. The school continues to employ a Primary Welfare Officer to support student's wellbeing and welfare.

### **Financial performance and position**

Coburg North Primary ended 2019 in a strong financial position, with a healthy Student Resource Package (SRP) surplus and bank account balance. These funds will be required for the school's maturing staff profile, and capital and maintenance projects. Planned projects have a strong focus on grounds and playgrounds, including a sensory playground and community kitchen garden. The school completed a major Capital Works program in 2019, which impacted the ability to generate revenue from sources such as the Farmers Market. The completion of Capital Works will allow the school to explore new sources of generating revenue in 2020, such as hiring out school facilities. Student outcomes and community engagement will continue to be a driving factor in financial decisions.

For more detailed information regarding our school please visit our website at <http://www.coburg-north-ps.vic.edu.au>

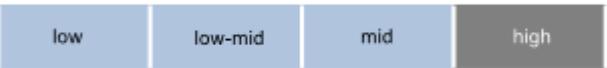
## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 534 students were enrolled at this school in 2019, 271 female and 263 male.</p> <p>11 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

**Key:** Similar School Comparison Above Similar Below

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p>Similar </p> <p>Similar </p>

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools: <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Results for this school: <span style="color: blue;">●</span> Median of all Victorian Government Primary Schools: <span style="color: green;">◆</span></p> <p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><b>Key:</b> Similar School Comparison <span style="color: teal;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below</p> <p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p> <p><b>Similar</b> <span style="color: lightblue; font-size: 2em;">●</span></p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p> <p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p>

## Performance Summary

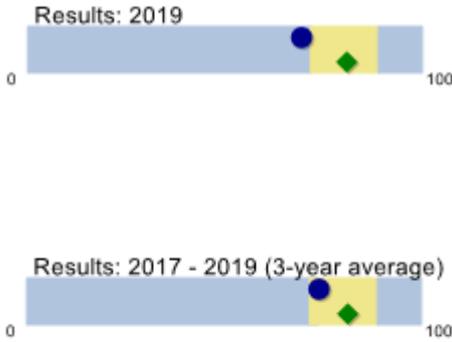
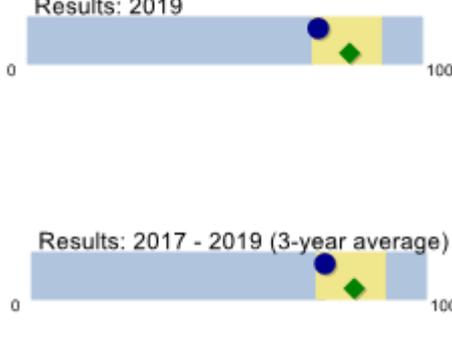
Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b></p> <p><b>Numeracy</b></p> <p><b>Writing</b></p> <p><b>Spelling</b></p> <p><b>Grammar and Punctuation</b></p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p>

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Similar <span style="color: lightblue; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	92 %	92 %	93 %	92 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	92 %	92 %	93 %	92 %	93 %										

## Performance Summary

Key:		Key:
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above  Similar  Below
Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below </p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below </p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

Revenue	Actual
Student Resource Package	\$4,130,492
Government Provided DET Grants	\$578,145
Government Grants Commonwealth	\$370,840
Revenue Other	\$33,320
Locally Raised Funds	\$741,222
<b>Total Operating Revenue</b>	<b>\$5,854,018</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$13,689
<b>Equity Total</b>	<b>\$13,689</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$3,812,085
Books & Publications	\$905
Communication Costs	\$4,602
Consumables	\$115,332
Miscellaneous Expense <sup>3</sup>	\$342,259
Professional Development	\$21,366
Property and Equipment Services	\$504,854
Salaries & Allowances <sup>4</sup>	\$394,161
Trading & Fundraising	\$12,209
Utilities	\$37,588
<b>Total Operating Expenditure</b>	<b>\$5,245,361</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$608,657</b>
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<b>Asset Acquisitions</b>	<b>\$0</b>
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### Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$697,910
Official Account	\$33,411
Other Accounts	\$14,363
<b>Total Funds Available</b>	<b>\$745,684</b>

Financial Commitments	
Operating Reserve	\$195,609
Funds Received in Advance	\$10,313
Asset/Equipment Replacement < 12 months	\$74,000
Capital - Buildings/Grounds < 12 months	\$465,763
<b>Total Financial Commitments</b>	<b>\$745,684</b>

- (1) The Equity funding reported above is a subset of overall revenue reported by the school  
 (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.  
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.  
 (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

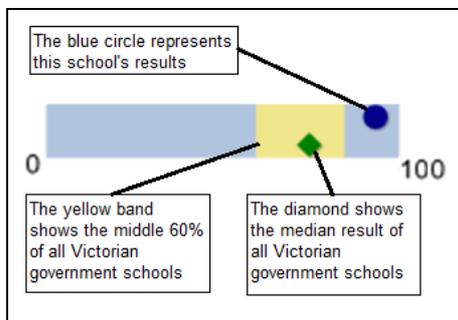
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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

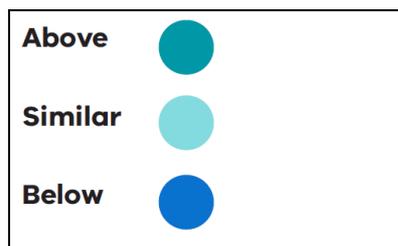


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').