

# 2020 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 2020 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 09 March 2021 at 05:23 PM by Monika Gruss (Principal)

The 2020 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 26 April 2021 at 09:53 AM by Robbie Napper (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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.

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## 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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### 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.

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### 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 a disability 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. The school's enrolment is rapidly growing (57% over the past 5 years). In 2020, the school reached a student population of 563 students, 284 female and 279 male. 9% were EAL (English as an Addition Language) students and 1% were ATSI (Aboriginal and Torres Strait Islander) students. In 2020 Coburg North Primary had 46 staff members (32.7 FTE): 2 Principal class, 2 Learning Specialists, 32 teachers, and 8.4 Education Support staff. There were 25 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 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.**

### Framework for Improving Student Outcomes (FISO)

Coburg North Primary School delivered on our Key Improvement Strategies (KIS) to establish a 21st century curriculum framework to improve student engagement, and implement a school wide framework in regard to mental health and well-being. However, some of the associated AIP actions and professional development plans were modified to suit remote learning. We did this by:

- Focusing on leveraging digital technologies to connect students with teachers working remotely through Google Classroom;
- Using technology to communicate via video lessons and video conferencing (Google Meet);
- Completing the School Wide Positive Behaviour Framework and adjusting to meet the needs of Remote and Flexible Learning; and
- Focusing on developing mental health and wellbeing supports for students, staff and parents.

### Achievement

In 2020, teacher judgement for all strands in English and Mathematics were above the median of all Victorian Government Primary schools and were slightly below the results of primary schools with similar characteristics to Coburg North Primary (Reading: CNPS: 91.7% above expected standard; Similar Schools: 95% above expected standard. Mathematics: CNPS: 92.7% above expected standard; Similar Schools: 95.1% above expected standard).

NAPLAN tests were not conducted in 2020.

Working remotely, the school used data from the Mathematics Online Interview (MOI) for students working in Mathematics and data from Fountas and Pinnell (F&P) for reading. Upon the return to onsite learning, all students were tested in MOI and F&P and checked for loss/growth of learning. The school will continue to develop assessment practices that will allow teachers to use data to inform their teaching practices.

## Engagement

The average number of student absence days were below the state's average and similar to schools with similar characteristics to Coburg North Primary.

Student Engagement tests (PIVOT and AToSS [Attitude to School Survey]) were not conducted.

A high proportion of students at Coburg North Primary School who previously experienced challenges in terms of their engagement connected strongly with the opportunities for agency during the remote learning period. In 2021 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

Health and wellbeing supports such as frequent check ins and group chats were prioritised for staff, students and their families at Coburg North Primary School. Additional wellbeing supports were provided to families deemed vulnerable and those that reached out seeking assistance.

The construction of the Inclusive playground was put on hold due to limited access to the school grounds during the pandemic (will begin in mid 2021). The buildings and grounds committee along with student, parent and teacher feedback worked on completing a school's kitchen garden (Coburg Crop) proposal for the Moreland City Council's Community grant. The school was successful in its application, which will see the school with a garden mid 2021. The school also focused on developing a master plan focusing on student wellbeing across the school. The Master plan will be finalised and begin implementation in 2021.

The school implemented its behaviour management process. The school developed the whole school Positive Behaviors matrix and developed a matrix specifically for Remote and Flexible Learning. The school continues to employ a Primary Welfare Officer to support student's wellbeing and welfare.

Student Engagement tests (PIVOT and AToSS [Attitude to School Survey]) were not conducted.

## Financial performance and position

Despite COVID19 challenges throughout 2020, Coburg North Primary was able to consolidate its healthy financial position. Proactive staff profile management in 2020 will see the school draw down slightly on its Student Resource Package (SRP) surplus in 2021. During lockdown, Outside of School Hours Care (OSHC) was only open to essential workers but support from the Federal Government prevented OSHC from running at a deficit. Reintroducing a OSHC holiday program and renegotiating other licences have secured strong sources of revenue for the school. Lockdowns prevented the school from completing major grounds projects in 2020 but the school plans to continue and complete these projects in 2021.

**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.

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 563 students were enrolled at this school in 2020, 284 female and 279 male.

9 percent of students had English as an additional language and 1 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) which takes into account parents' occupations and education.

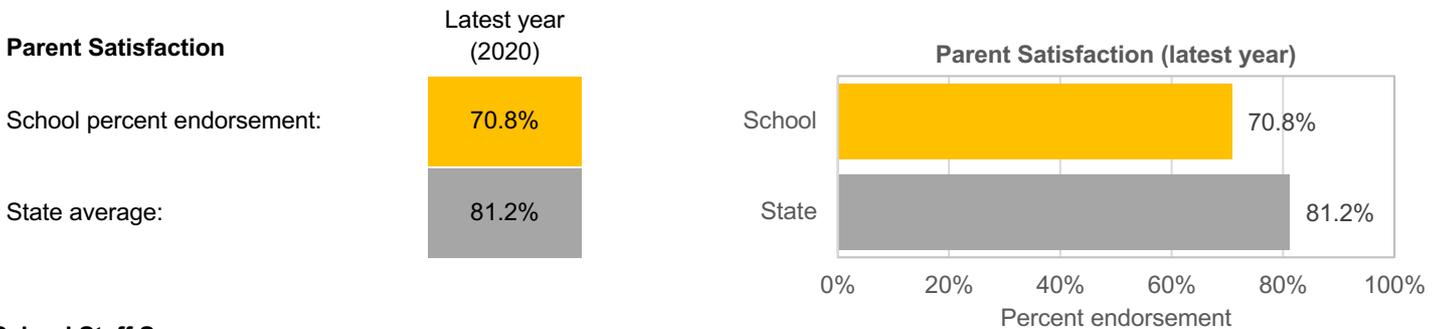
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

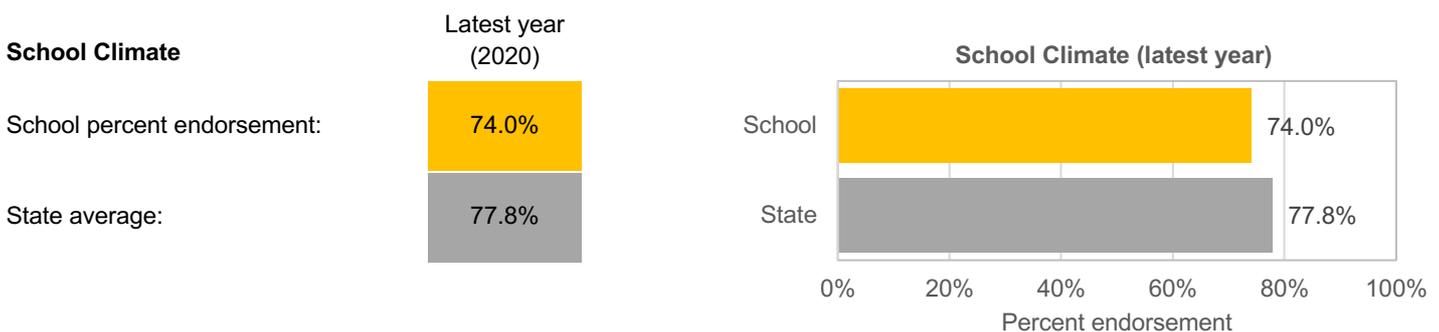


### School Staff Survey

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.



## ACHIEVEMENT

**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  
(2020)

School percent of students at or above age expected standards:

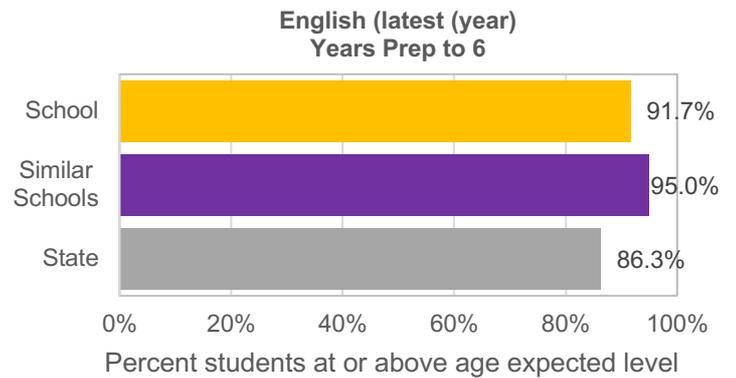
91.7%

Similar Schools average:

95.0%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

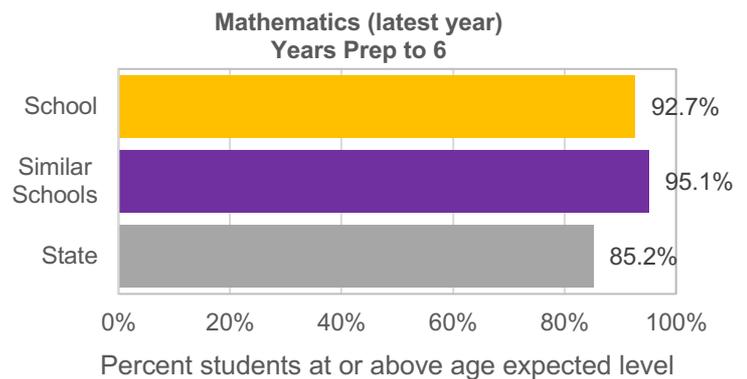
92.7%

Similar Schools average:

95.1%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

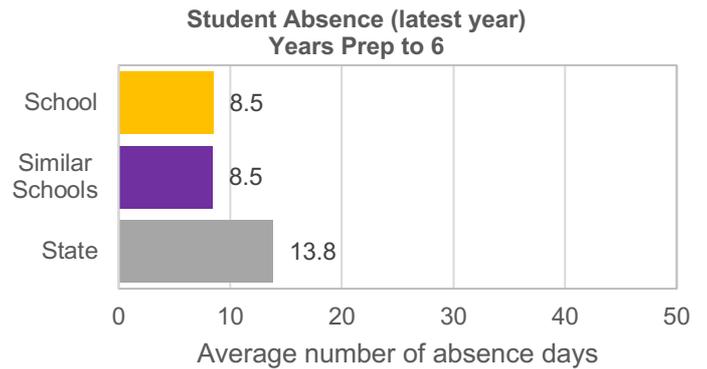
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	8.5	12.6
Similar Schools average:	8.5	12.5
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	96%	95%	96%	96%	96%	93%

## WELLBEING

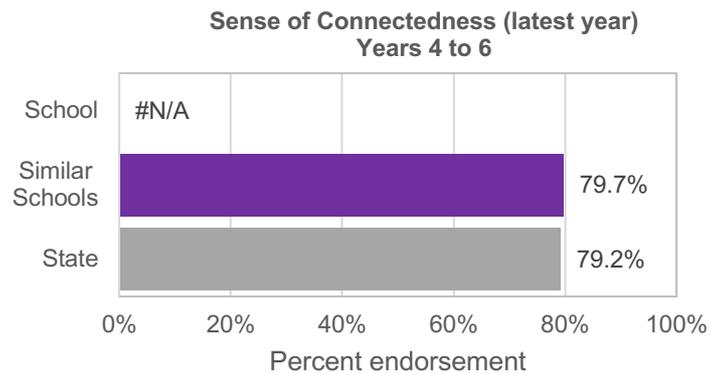
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	73.3%
Similar Schools average:	79.7%	80.3%
State average:	79.2%	81.0%



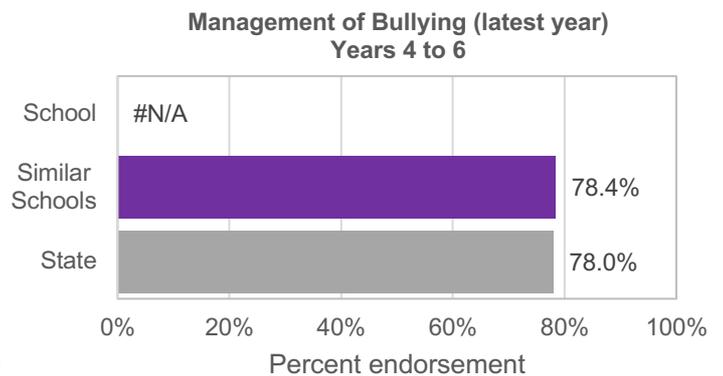
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	74.1%
Similar Schools average:	78.4%	80.1%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$4,493,980
Government Provided DET Grants	\$547,951
Government Grants Commonwealth	\$549,088
Government Grants State	\$500
Revenue Other	\$12,493
Locally Raised Funds	\$354,544
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$5,958,556</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$17,190
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$17,190</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,179,369
Adjustments	NDA
Books & Publications	\$450
Camps/Excursions/Activities	\$29,045
Communication Costs	\$5,444
Consumables	\$111,329
Miscellaneous Expense <sup>3</sup>	\$19,552
Professional Development	\$12,813
Equipment/Maintenance/Hire	\$215,681
Property Services	\$104,217
Salaries & Allowances <sup>4</sup>	\$131,110
Support Services	\$146,827
Trading & Fundraising	\$1,302
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$43,928
<b>Total Operating Expenditure</b>	<b>\$5,001,069</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$957,487</b>
<b>Asset Acquisitions</b>	<b>\$30,072</b>

- (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 01 Mar 2021 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 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,175,252
Official Account	\$125,956
Other Accounts	\$36,433
<b>Total Funds Available</b>	<b>\$1,337,641</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$128,568
Other Recurrent Expenditure	\$528
Provision Accounts	NDA
Funds Received in Advance	\$34,700
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$120,000
Capital - Buildings/Grounds < 12 months	\$332,000
Maintenance - Buildings/Grounds < 12 months	\$65,000
Asset/Equipment Replacement > 12 months	\$50,000
Capital - Buildings/Grounds > 12 months	\$485,000
Maintenance - Buildings/Grounds > 12 months	\$190,000
<b>Total Financial Commitments</b>	<b>\$1,405,795</b>

*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.*