

2021 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 2021 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 21 April 2022 at 04:02 PM by Monika Gruss (Principal)

- This 2021 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 28 April 2022 at 02:59 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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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. The school's enrolment is rapidly growing (57% over the past 5 years). In 2021, the school reached a student population of 580 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 2021 CNPS had 43 staff members (32.7 FTE): 2 Principal class, 2 Learning Specialists, 32 teachers, and 8.4 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.

Framework for Improving Student Outcomes (FISO)

CNPS delivered on our Key Improvement Strategies (KIS) focusing on DET's 3 main priorities, Learning, Catch up and Extension, Happy, Healthy, Active Kids and Connected Schools. However some of the AIP actions and professional development plans were modified to suit remote learning.

We did this by:

- * implementing a weekly tutoring session run by every classroom teacher to provide targeted support for students who have fallen behind (less than 1 year's growth). This continued online with students who could attend.
- * continuing to embed School Wide Positive Relationships across the school including making reference to SWPB during remote and flexible learning.
- * integrating respectful relationships within curriculum areas taught within the school, such as through the film festival.
- * engaging school events that may be held and celebrated remotely if required. The school was able to hold the annual Harmony Day event in term 1, and held a Film Festival online during lockdown in Term 3.

After each lockdown period, CNPS evaluated the Remote and Flexible Learning (RFL) program and made modifications each time to allow for enhanced student participation and engagement in tasks. By RFL 6.0 staff devised an efficient program that catered for most families. Online lessons were structured using the Whole, Part, Whole structure. Teachers used technology to place students into a lobby to work independently while allowing teachers to work with a group of students with like needs in a master class. Teachers used various forms of technology to support

online learning. Google Drive was used F-6 to collaborate with instant feedback. CNPS RFL program went above DET requirements by including inquiry and a full specialist program to allow all students to continue to with learning in all curriculum areas.

The challenges faced in 2021 were met with great professionalism, resilience and high levels of skill by our staff. This was acknowledged through the many expressions of support from our school community.

Achievement

The disrupted nature of the year had a definite impact on school goals and targets. The achievement data sets for NAPLAN and Teacher Judgements were used to judge student achievement in 2021 for this report.

NAPLAN showed a drop in results in all areas (except year 3 numeracy and year 5 reading) against similar schools tracking students in the top 2 bands.

Year 3 Reading recorded 76% compared to 77% in similar schools.
Year 3 Numeracy recorded 60% compared to 59% in similar schools.
Year 5 Reading recorded 62% compared to 61% in similar schools.
Year 5 Numeracy recorded 60% compared to 59% in similar schools.

Tracking students above benchmark growth (Year 3 to year 5) in 2021 recorded similar results to like schools in reading, recording a 28% growth. Numeracy recorded a 15% growth compared to 22% in similar schools.

Teacher Judgement for students at or above age expected level for students in Foundation to Year 6 showed 95% of students achieving their expected level in reading and 89% of students achieving their expected level for numeracy.

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 remote learning period.

The positive endorsement from students in the Attitude to School Student Survey showed 84% of students feeling the school provided a differentiated challenge in 2021. Stimulated learning was felt by 71% and student's understanding of Student Voice and Agency was challenged leaving 67% of students feeling they had voice and agency over their learning. Data from the Parent Opinion Survey was higher for voice and agency with 73% of parents believing their children had opportunities for voice and agency. Parent opinion of effective teaching (73%) and school pride (75%) remained high.

Teachers belief in academic emphasis took a downfall in 2021 with a positive endorsement of 64%. Staff opinion of teacher collaboration also dropped in 2021 with 50% believing teaching collaboration was high. 70% of staff believed that the school had a Guaranteed Viable Curriculum to support students.

In 2021, 29% of our students were absent 20 or more days. A high proportion of absences were recorded due to Covid. CNPS had increased number of families contracting COVID towards the end of they year. As a result the school was closed and subsequently many families decided not to send their children back to school for the rest of the year. The state average was 22%.

To increase engagement, CNPS continued to offer specialist programs during RFL as well as continue with student led projects such as the whole school Film Festival, that transpired during the entire RFL period. Student leaders continued to work on lifting school pride through the school houses. House points were tracked and celebrated by all students.

Wellbeing

Health and wellbeing supports such as frequent check ins and group chats continued during the RFL periods. Additional wellbeing supports were provided to families deemed vulnerable and those that reached out seeking assistance.

The construction of the Inclusive playground and the outside structure of the school's community garden Coburg Crop was completed at the end of 2021. The school's master plan was postponed due the uncertainty of allowing parents onto the school grounds. The plan will be finalised in 2022. The development of much needed playgrounds will lift student's wellbeing during break times.

The positive percentage endorsement in the Attitude to School Student Survey showed 73% of students showing a sense of connectedness to the school. 88% of students felt a sense of inclusion while students feeling they had low resilience was maintained at 24%.

During RFL, parents appreciated the increased communication from the school. 71% of parents who participated in the Parent Opinion Survey showed a positive endorsement of improved communication. Due to being unable to allow parents onsite in 2022, parent participated and involvement in the school dropped to 65%. Collective efficacy from staff remained high at 74% with teachers trust in students and parents climbing to 79%.

The school's whole school Positive Behaviors matrix developed specifically for Remote and Flexible Learning continued in 2021. The school continued to employ a Primary Welfare Officer to support student's wellbeing and welfare.

Finance performance and position

In 2021 Coburg North Primary School achieved a modest SRP surplus, achieved by proactively managing staff levels. Locally raised funds were significantly increased by licensing the Outside of School Hours Care (OSHC) program. Minor grants were received to complete COVID-safe outdoor learning areas. Major expenditure items included Information and Communication Technology, as the school invested in upgrading student devices, and grounds-related capital projects (Coburg Crop and landscaping for the inclusive playground). The school will continue to invest locally raised funds in much needed grounds works, however from 2021 the school has discovered that the Department of Education and Training (DET) approval processes can cause significant project delays.

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 580 students were enrolled at this school in 2021, 288 female and 292 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).

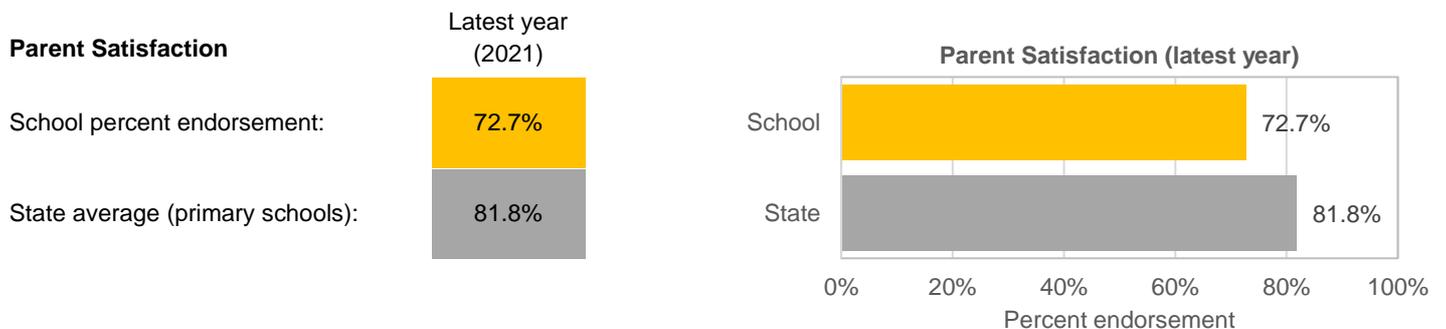
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

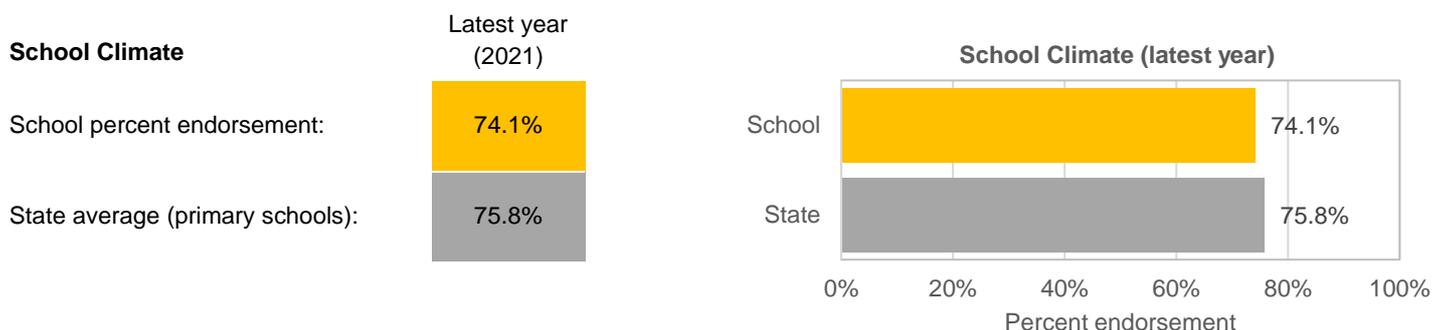


School Staff Survey

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.



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
(2021)

School percent of students at or above age expected standards:

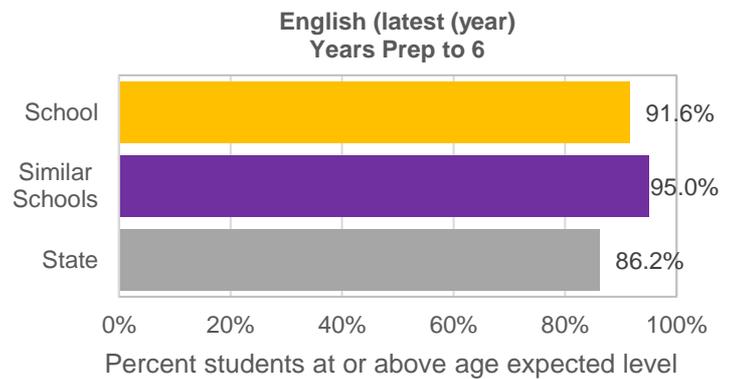
91.6%

Similar Schools average:

95.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

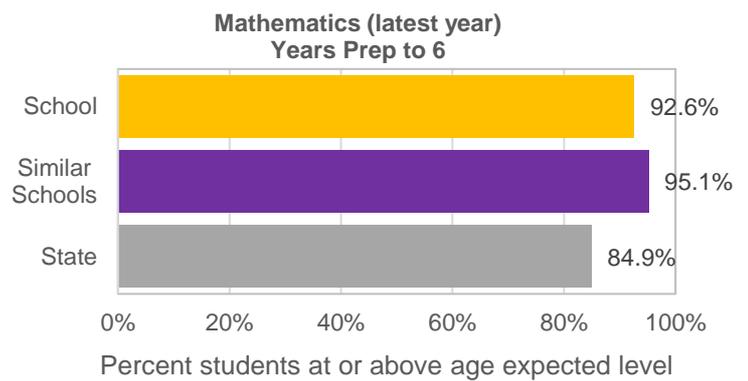
92.6%

Similar Schools average:

95.1%

State average:

84.9%



ACHIEVEMENT (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.

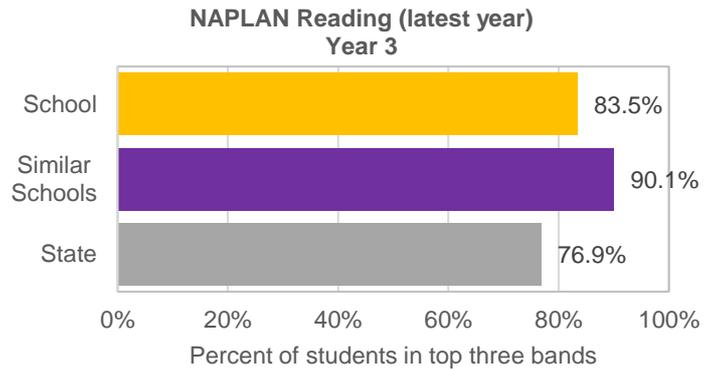
NAPLAN

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 2018, 2019 and 2021 data.

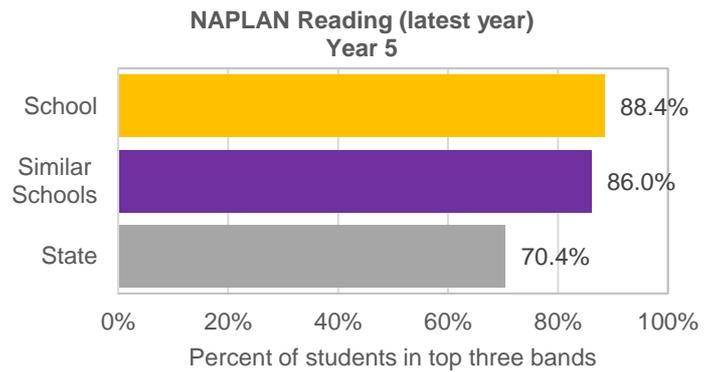
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.5%	89.4%
Similar Schools average:	90.1%	89.8%
State average:	76.9%	76.5%



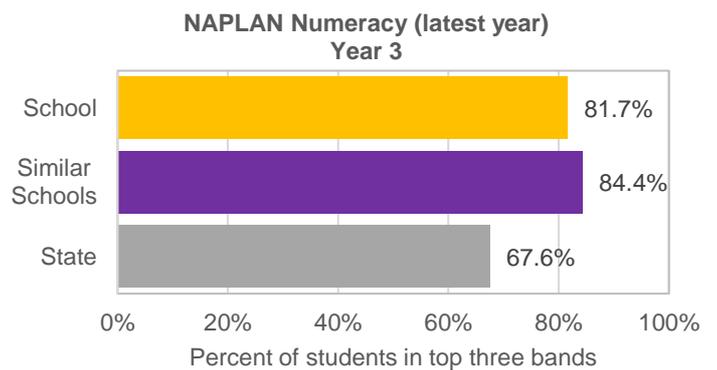
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.4%	81.2%
Similar Schools average:	86.0%	83.9%
State average:	70.4%	67.7%



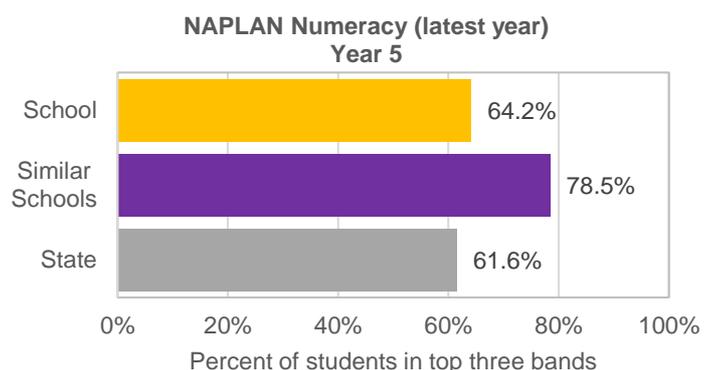
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.7%	82.7%
Similar Schools average:	84.4%	85.7%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.2%	65.1%
Similar Schools average:	78.5%	78.0%
State average:	61.6%	60.0%



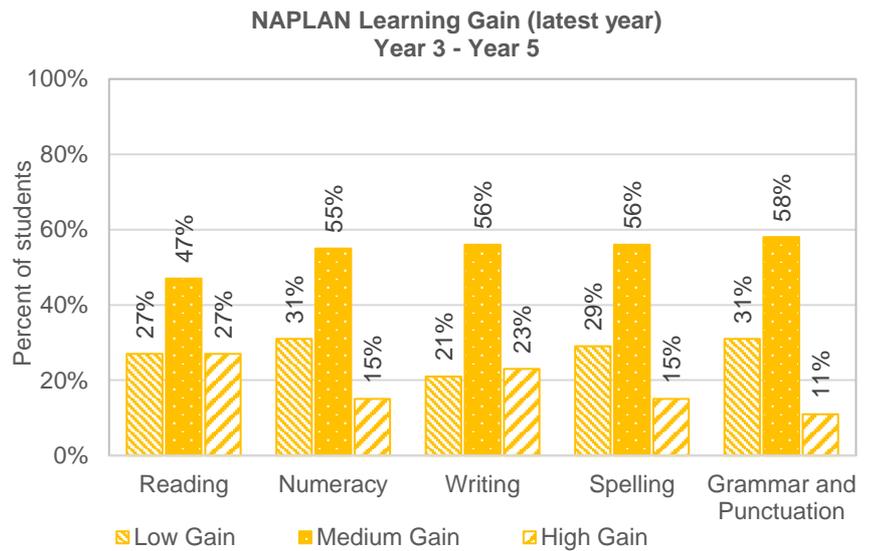
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain 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'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	27%	47%	27%	27%
Numeracy:	31%	55%	15%	26%
Writing:	21%	56%	23%	29%
Spelling:	29%	56%	15%	25%
Grammar and Punctuation:	31%	58%	11%	24%



ENGAGEMENT

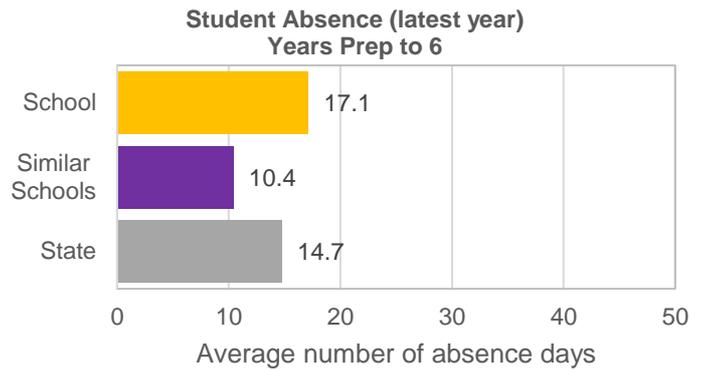
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	17.1	13.3
Similar Schools average:	10.4	11.6
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	91%	90%	93%	91%	92%	91%	93%

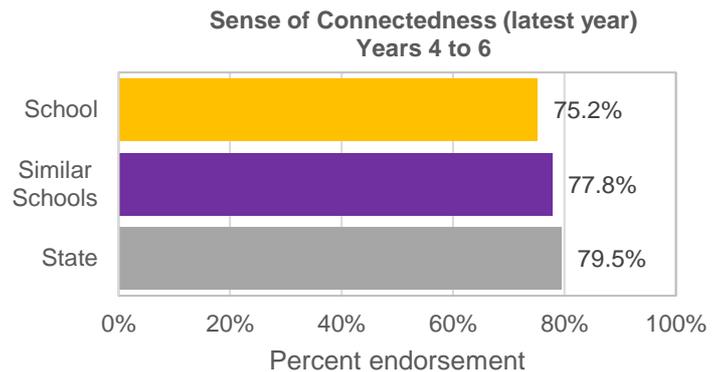
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	75.2%	72.5%
Similar Schools average:	77.8%	79.5%
State average:	79.5%	80.4%

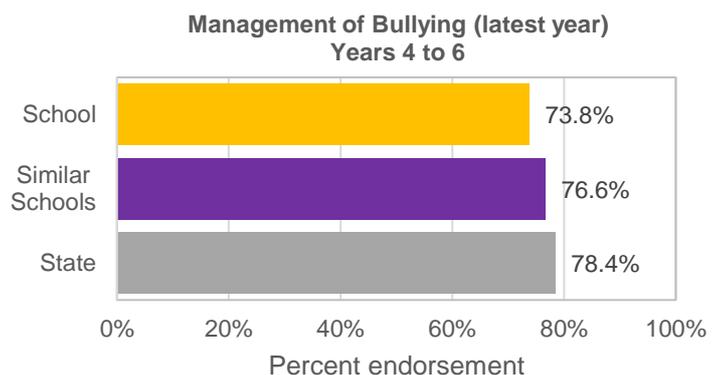


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	73.8%	73.4%
Similar Schools average:	76.6%	79.2%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$4,735,825
Government Provided DET Grants	\$435,252
Government Grants Commonwealth	\$66,987
Government Grants State	\$0
Revenue Other	\$43,956
Locally Raised Funds	\$442,736
Capital Grants	\$0
Total Operating Revenue	\$5,724,756

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,360
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$19,360

Expenditure	Actual
Student Resource Package ²	\$4,357,219
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$47,722
Communication Costs	\$5,269
Consumables	\$138,772
Miscellaneous Expense ³	\$22,499
Professional Development	\$24,126
Equipment/Maintenance/Hire	\$207,087
Property Services	\$90,983
Salaries & Allowances ⁴	\$120,808
Support Services	\$245,243
Trading & Fundraising	\$12,113
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,310
Total Operating Expenditure	\$5,311,149
Net Operating Surplus/-Deficit	\$413,606
Asset Acquisitions	\$260,342

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$1,050,230
Official Account	\$29,657
Other Accounts	\$51,866
Total Funds Available	\$1,131,753

Financial Commitments	Actual
Operating Reserve	\$147,755
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$27,500
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	\$78,000
Capital - Buildings/Grounds < 12 months	\$890,000
Maintenance - Buildings/Grounds < 12 months	\$67,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$700,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,910,255

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.