

# 2023 Annual Report to the School Community

School Name: Coburg North Primary School (4543)



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

Attested on 20 March 2024 at 01:54 PM by Monika Gruss (Principal)

- This 2023 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 21 March 2024 at 08:28 AM by Robbie Napper (School Council President)

# How to read the Annual Report

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## 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.

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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

### 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

### NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## The Victorian Curriculum

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

Coburg North Primary School is located in the northern suburbs of Melbourne, approximately nine kilometers from the city center. In 2023, the student population was 566, with a gender distribution of 298 females and 268 males. The school serves a diverse community, including students who are EAL (English as an Additional Language) learners and those who are ATSI (Aboriginal and Torres Strait Islander) students. The staff consists of 51 members: 2 in the Principal class, 2 Learning Specialists, 2 Leading Teachers, 30 classroom teachers, and 15 Education Support staff. They oversee 24 classes and offer 5 specialist programs in Music, Visual Arts, Physical Education, Italian, and STEAM, addressing various student interests and abilities.

Coburg North Primary is situated in a high socio-economic area and benefits from the support of an engaged parent community. This is reflected in the active Parents and Friends group, which organises fundraising and social events to support the school. The school aims to develop a community of curious, creative, and engaged learners equipped to face the challenges of a changing world, focusing on global citizenship and preparing students with the necessary skills, knowledge, and attributes for the future. A School Wide Positive Behaviours approach underpins student wellbeing, promoting respect, responsibility, and resilience. The school prioritises the right of students and teachers to work in a safe and comfortable environment, enhancing learning opportunities and positive contributions to the school community.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2023, Coburg North Primary School took targeted steps to meet its strategic educational goals. The focus was on improving student learning outcomes and engagement through specific initiatives.

Key actions included:

- 1. Trialing DIBELS and DAL:** These tools were used across reading and math to assess student progress and identify areas needing targeted help. This was part of our effort to understand and address individual student needs more effectively.
- 2. Guaranteed and Viable Curriculum (GVC):** We developed and started integrating a curriculum in mathematics. This ensures all students have access to key learning areas in mathematics, aiming for uniform excellence across grades.
- 3. SeeSaw Integration:** Implemented across all grades, SeeSaw provided a platform for involving parents more directly in their children's education. It allowed sharing insights into student learning, thereby strengthening the home-school link.
- 4. Enhancing Phonics and PLC Processes:** By building on the Systematic Synthetic Phonics program and enhancing our Professional Learning Community (PLC) processes, we aimed to boost literacy and numeracy skills. This approach has shown positive results in school performance data.

Challenges were noted in the areas of Achievement (Reading and Numeracy) and Engagement, as per the School Performance Report. Despite these, there's a continuous effort to improve school climate and student attitudes.

The year was marked by practical steps towards refining educational practices, backed by strong staff efforts, parent community support, and student resilience. These efforts are in line with our strategic goals to elevate learning outcomes and student engagement.

### Wellbeing

In 2023, Coburg North Primary School focused on specific initiatives to improve student wellbeing:

- 1. Multi-Tiered System of Supports (MTSS) for Wellbeing:** The school developed a structured MTSS to address wellbeing needs at various levels, aiming to provide tailored support for every student.
- 2. Coaching Protocols:** The school investigated a variety of coaching platforms. StepLab was the chosen platform to which Leading Teachers and Learning Specialists attended training, ready for implementation for the following year.
- 3. Guided Play in Foundation:** Introduction of Guided Play principles in the Foundation year aimed to integrate learning with wellbeing activities, supporting cognitive, social, and emotional development.

The school also concentrated on understanding and strengthening the multi-tiered systems of support for wellbeing, with specific attention to:

- Enhancing knowledge of Tier 1 universal supports under the School-Wide Positive Behaviour Supports (SWPBS) framework.

- Improving processes for developing and implementing Individual Education Plans (IEPs) for targeted student support.

School data reveals the need for further work in areas related to school climate and student attitudes. CNPS will be renewing efforts to improve these aspects, directly impacting student wellbeing. Despite the challenges, the school's focused initiatives in wellbeing represent a foundational step towards addressing these needs.

Through these actions, Coburg North Primary School has laid the groundwork for a supportive environment where student wellbeing is prioritised, aiming for continuous improvement in this essential area.

## Engagement

In 2023, Coburg North Primary School implemented targeted strategies to boost student engagement, addressing attendance while promoting a culture of active participation and belonging. Efforts were aligned with the Framework for Improving Student Outcomes (FISO) 2.0, focusing on enhancing both student learning and wellbeing.

**Attendance Analysis:** The School Performance Report indicated a need for renewal in the engagement domain, particularly concerning attendance rates. In response, the school undertook measures to address this, identifying and supporting students at risk of disengagement, particularly within school refusal.

**Wellbeing Hub Initiative:** A pivotal development was the establishment of the Wellbeing Hub, comprising two key areas: a dedicated classroom for disengaged students, including those with mental health challenges or needing regulation (e.g., students with ASD), and the "Social Club" space for students to access during recess and lunch. This provision created a supportive environment for students feeling overwhelmed, managed by the Wellbeing and Inclusion Team alongside rostered Educational Support Staff. The hub has been positively received by students, staff, and the wider community, marking a significant step in fostering a nurturing school environment.

**Student Voice and Agency:** The school continued its focus on inquiry-based learning, enabling students to tackle real-world problems in their inquiry subjects. This method has been key in boosting student voice and agency, significantly affecting student engagement. Through Student Led Exhibitions, students demonstrated their proficiency in the 6Cs: character, citizenship, collaboration, communication, creativity, and critical thinking. These exhibitions helped strengthen both the sense of community within the school and the active participation of students.

**Whole School Community Events:** Events such as Harmony Night, Ride to School Day, and the 'CinemACT' Film Festival played a crucial role in elevating school spirit and engagement.

**School Grounds Enhancement:** The revitalisation of the school grounds, including a large mural painted by a local artist representing the school's houses, has visibly lifted engagement across the school, creating a more inviting and inspiring environment for students.

These focused efforts reflect Coburg North Primary School's commitment to fostering an engaging and supportive learning environment, where student attendance, wellbeing, and active participation are prioritised.

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## Financial performance

Coburg North Primary ended 2023 in a strong financial position, with a moderate Student Resource Package (SRP) surplus, strong Net Operating Surplus, and healthy bank account balance. The School Council finance committee actively monitored and reviewed financial reports throughout the year, meeting prior to each school council meeting. The strong operating result and healthy bank balance was mainly due to the significant credit to cash transfer that was processed late 2023. Major Income included locally raised funds from OSHC provider TheirCare, rental from Montessori and the credit to cash transfer from the SRP surplus. The school also had strong support from the parent community for curriculum contributions, which allowed the school to provide a variety of to enhance the delivery of the curriculum and Parents and Friends. Major expenditure items included significant capital works investment in the Covered Outdoor Learning Area, the Junior Playground (Pirate Ship) and building works in Block B. Other Major expenditure included Casual Replacement Teachers as the school experienced a high number of staff absentee impacted by Covid isolation requirements. The school will continue to invest in the professional development of our staff in both curriculum and wellbeing areas with provisions set aside for Professional Practice Days, Curriculum Days, and external Professional Development.

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 563 students were enrolled at this school in 2023, 267 female and 296 male.

8 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).

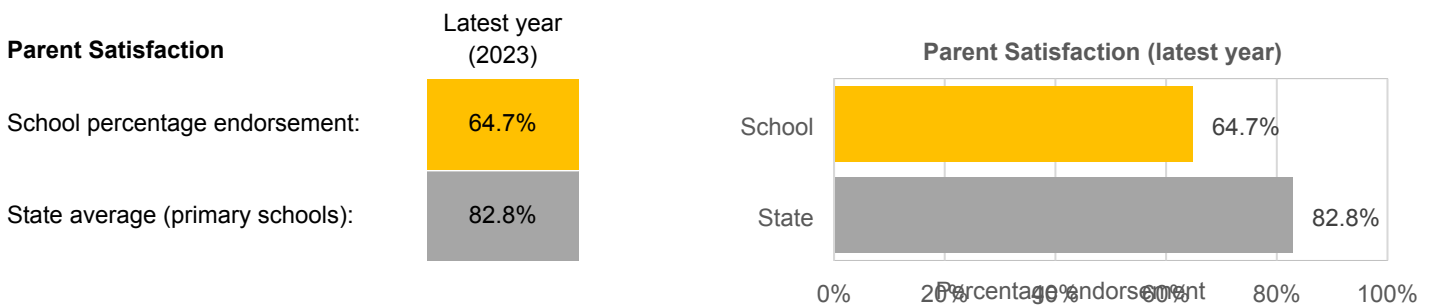
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

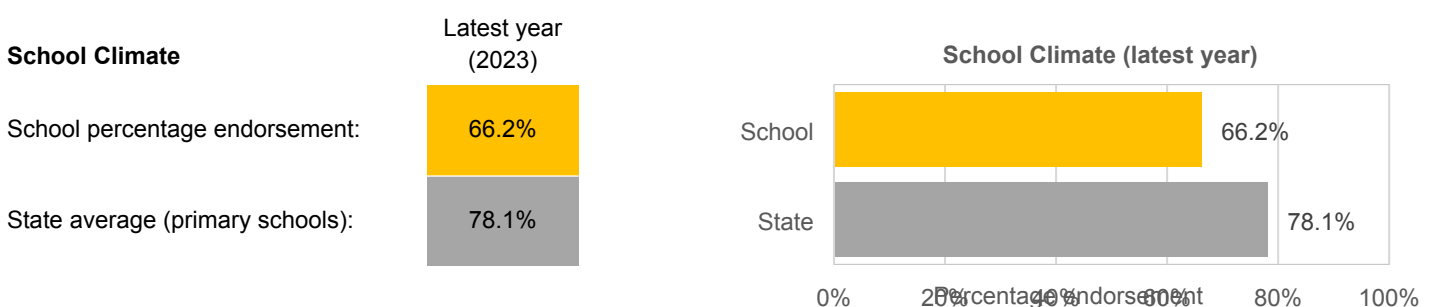


### School Staff Survey

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 against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

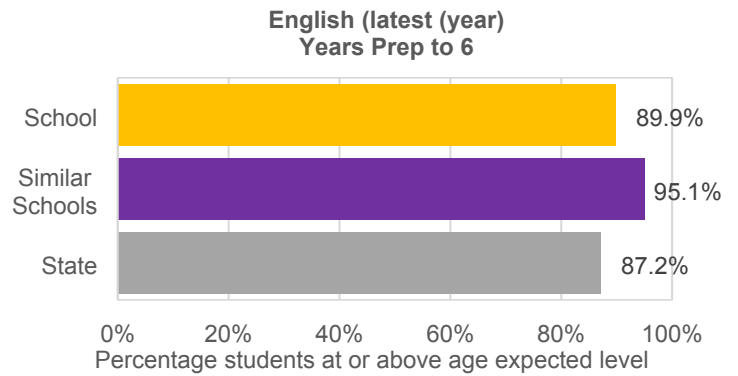
89.9%

Similar Schools average:

95.1%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

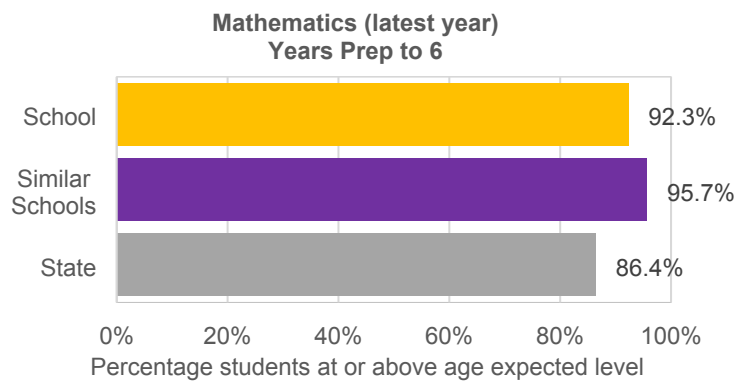
92.3%

Similar Schools average:

95.7%

State average:

86.4%



## 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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

79.4%

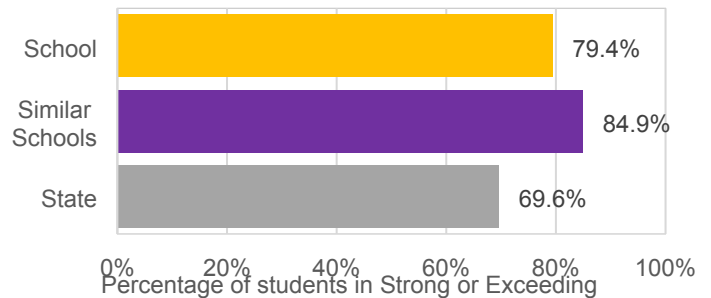
Similar Schools average:

84.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

94.7%

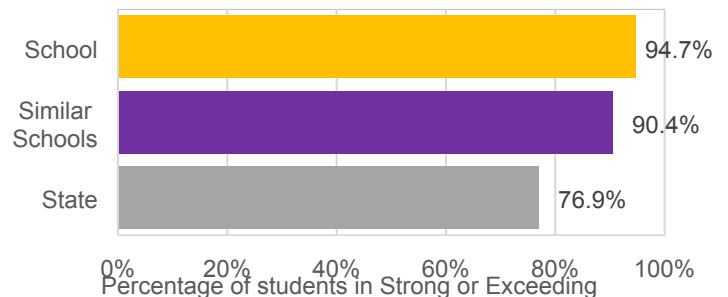
Similar Schools average:

90.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

79.7%

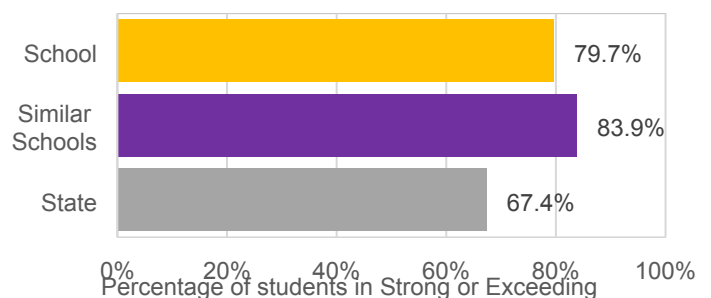
Similar Schools average:

83.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

78.9%

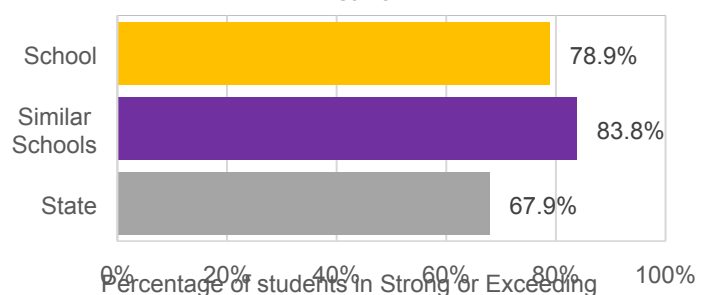
Similar Schools average:

83.8%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5





## 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 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 3

Latest year  
(2022)

School percentage of students in the top three bands:

86.5%

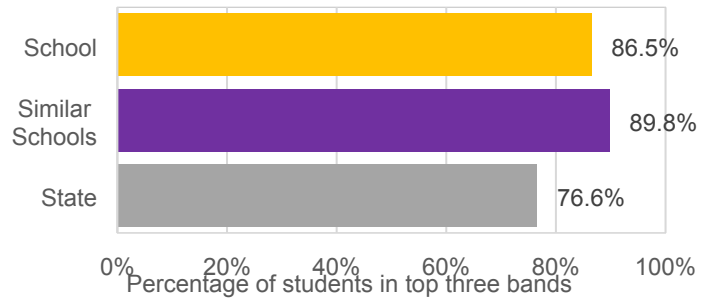
Similar Schools average:

89.8%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year  
(2022)

School percentage of students in the top three bands:

83.0%

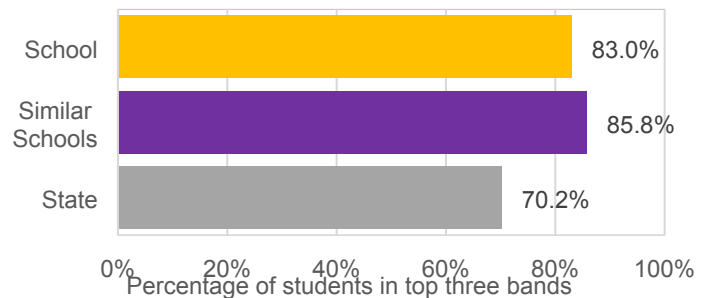
Similar Schools average:

85.8%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year  
(2022)

School percentage of students in the top three bands:

68.9%

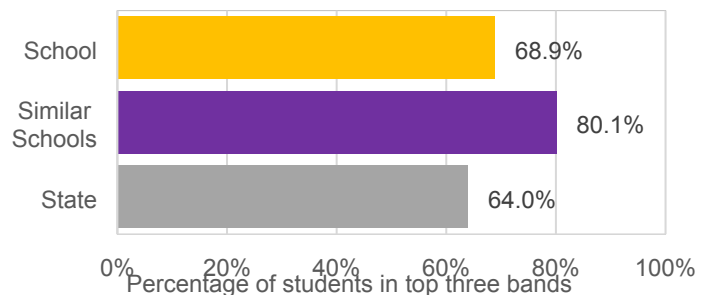
Similar Schools average:

80.1%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year  
(2022)

School percentage of students in the top three bands:

68.2%

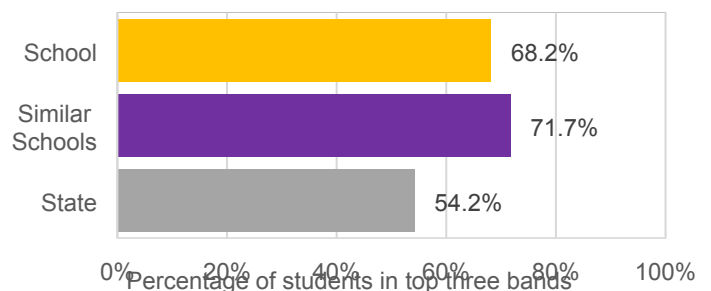
Similar Schools average:

71.7%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

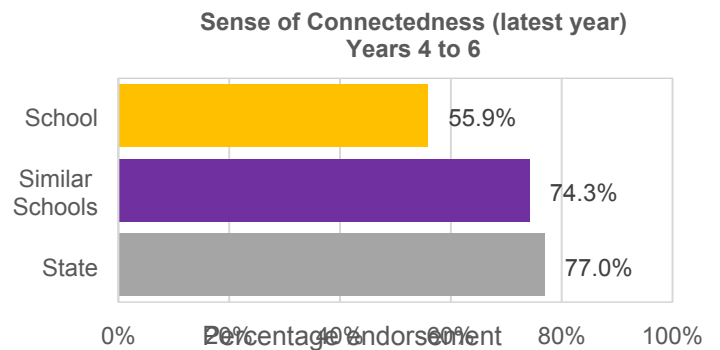
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	55.9%	65.1%
Similar Schools average:	74.3%	76.5%
State average:	77.0%	78.5%

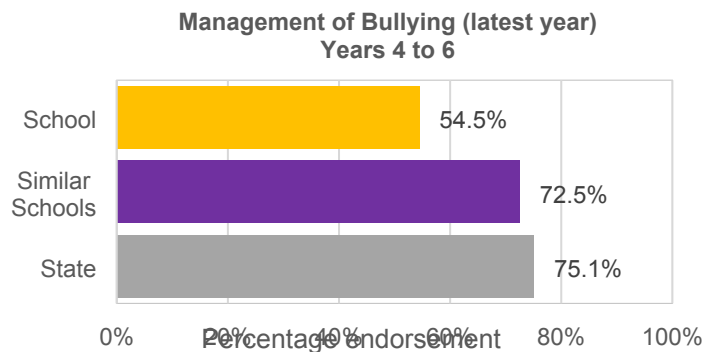


### Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	54.5%	63.3%
Similar Schools average:	72.5%	74.9%
State average:	75.1%	76.9%



## ENGAGEMENT

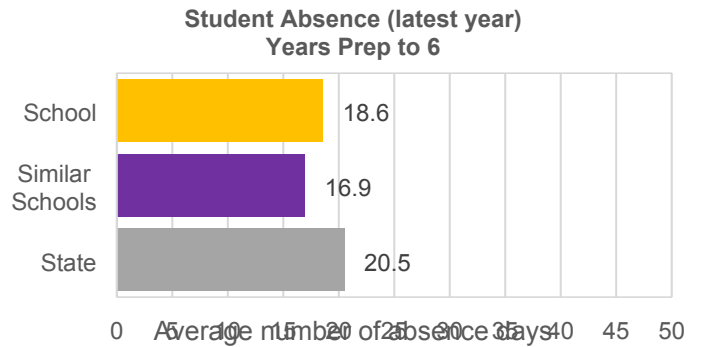
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2023)	4-year average
School average number of absence days:	18.6	16.2
Similar Schools average:	16.9	13.6
State average:	20.5	18.1



### 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 (2023):	92%	92%	90%	90%	91%	91%	89%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$5,080,141
Government Provided DET Grants	\$970,883
Government Grants Commonwealth	\$9,220
Government Grants State	\$0
Revenue Other	\$34,288
Locally Raised Funds	\$749,126
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,843,658</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$17,826
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$17,826</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,908,857
Adjustments	\$0
Books & Publications	\$1,397
Camps/Excursions/Activities	\$253,495
Communication Costs	\$5,150
Consumables	\$101,433
Miscellaneous Expense <sup>3</sup>	\$24,940
Professional Development	\$22,233
Equipment/Maintenance/Hire	\$89,947
Property Services	\$351,484
Salaries & Allowances <sup>4</sup>	\$27,381
Support Services	\$374,893
Trading & Fundraising	\$14,354
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$43,522
<b>Total Operating Expenditure</b>	<b>\$6,219,085</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$624,573</b>
<b>Asset Acquisitions</b>	<b>\$540,218</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 17 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$626,450
Official Account	\$29,174
Other Accounts	\$82,393
<b>Total Funds Available</b>	<b>\$738,017</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$165,398
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$30,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$112,000
Asset/Equipment Replacement < 12 months	\$88,000
Capital - Buildings/Grounds < 12 months	\$250,000
Maintenance - Buildings/Grounds < 12 months	\$92,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$737,898</b>

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