

2016 Annual Report to the School Community

School Name: Coburg North Primary School

School Number: 4543



Name of School Principal:	Helen Zull
Name of School Council President:	Kate Copping
Date of Endorsement:	29 th March 2017



All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



About Our School

School Context

Coburg North Primary is situated in the inner north of Melbourne. In 2016 the school had 325 students in 14 classes: Prep x 4, grade 1 x 3, grade 2 x 2, grade 3/4 x 3, grade 5/6 x 2. Specialist Programs were offered in Visual Arts, Performing Arts, Physical Education, Italian and Information Technology. In 2016 Coburg North Primary had 27 Equivalent full-time staff: 2 Principal class, 25 teachers and 9 Education support Staff.

The school community has a high socio economic profile based on the school's Student family Occupation Index. The proportion of students with English as a second language is mid-high. The profile of the school has experienced rapid change with a quickly increasing socio economic profile. 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 organize events not only to fund raise but to bring the parent community together. The fortnightly Farmer's Market has opened the school up to the community and made the school a focal point of the Coburg community. The School Council is a dynamic group with a strong vision for the future as outlined in a Strategic Plan developed in 2014 through the student, teacher and parent body. In 2016 the school commenced a Master Planning process with the view to receiving funding in the 2017 May budget. The school also underwent a Peer Review in 2016 that recognized the effective work of the staff over the past four years whilst looking towards the next four years of Coburg North Primary.

Framework for Improving Student Outcomes (FISO)

Excellence in teaching and learning

Coburg North Primary selected '**Building Practice Excellence**' because it was apparent that teacher judgement was conservative and not closely reflecting data sets such as Naplan. It follows that Curriculum planning may not be pitched at a challenging enough level therefore students are not adequately engaged and that common teacher understanding and practice of 'excellence' is inconsistent. Building on our common understanding of what a good lesson looks like, teaching practices and protocols need to be closer aligned to support the further development of excellence in our teaching & learning.

Curriculum planning and assessment

Coburg North Primary has selected '**Curriculum Planning & Assessment**' because The AusVELS data in some curriculum areas across the school suggests there is little differentiated data collected. The discrepancies between external and internal judgments, as reflected in NAPLAN, suggests that we need to build a common approach and understanding to assessment and making teacher judgements. Teachers may need to build their understanding of what the curriculum standards actually represents/ looks like (in terms of demonstrated student learning) and develop their capacity in using department and 'In-house' exemplars when moderating and triangulating student results. The Attitudes to School Survey data is similar to like schools, but there is still scope for improvement across all areas of the survey. This school feels that we need to improve on the collection, analysis and effective use of data across all areas of school life.

Achievement

Overall, our 2016 NAPLAN and teacher judgment results were very pleasing and validation of the hard work teaching and ES staff have undertaken throughout the year, to support improved student learning.

The percentage of Year 3 students in the top two bands for Reading (76%) and Writing (71%) were, respectively, well above and similar to 'like' schools. In Numeracy, 42% of our students were in the top two bands, compared to 56% from 'like school'

In Year 5 Numeracy, 36% of our students were in the top two bands, compared to 40% of students from 'like schools'. In reading and writing, the percentage of students in the top two bands were well above (61%) and similar to (32%) the results for 'like schools' respectively.

The percentage of students with 'high gain' growth from Yr 3 to Yr 5, were similar to 'like schools' in numeracy, above 'like schools' in reading and well above 'like schools' in writing. The results contained in the 2016 School Performance against

Threshold Standards report, concur with our belief that we have made significant positive impact on student learning, while clearly showing the next steps in our improvement journey; the percentage of students given A & Bs in teacher judgement (though improved) still do not reflect student achievement in NAPLAN nor are they similar to 'like schools'.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



Engagement

In 2016 the school continued to provide well-structured opportunities to build and develop the capacity of students as leaders.

- The Peer leadership Program ran for the third year with Bullying as the focus. The grade 5/6 teachers did external training to guide them in the work with their grade 5/6 Peer leaders.
- All grade six students were allocated a leadership position and responsibilities. The school captains attended the Young Leaders Day.
- The Junior School council has continued to be an active student body that initiated many fundraising and awareness raising activities across the year.
- Student and parent Green teams continued to operate and the school was signed off on the Resource Smart Biodiversity Module in 2016.

A diverse range of clubs are offered at lunchtimes throughout the week to engage those students who find the playground challenging. These included two choirs and senior and middle school rock bands; chess club, dance club, movie club, Green team, card swapping, movie club, knitting club and dance club.

The school has continued to employ a Primary Wellbeing Officer to support families. Student absence at Coburg North in 2016 was less than the median for all Victorian schools and similar in comparison to like schools. Extended family holidays remain as a high contributor to student absence.

A Communication Team of parents and staff worked across the year to develop and implement Communication protocols around the school communication pathways to ensure communication across to school is efficient and reaching the target audience..

Wellbeing

At the commencement of 2016 all grades engage in the Coburg North Start Up Program. This program sets the grade and school tone for the year ensuring that we are all on the same page and have similar expectations in relation to our own Rights and Responsibilities and those of others.

Rights and Responsibilities underpinned by our school values are an integral part of our school life and are apparent in all classrooms and in the school yard across the school year.

The Protective Behaviour Strategies were an integral part of the Start Up Program as well as being included in term planners. This program develops personal safety skills from a structured personal safety program.

After a trial in 2015 the Lifeskills Program was introduced in 2016. This program uses movement, games, yoga, mindfulness, creative activities, exercise and play, teachers support students to: build resilience, develop self-regulation, increase self-awareness, practice positive relationship skills and strengthen problem solving skills

The Peer Support Program ran in third term focusing on Bullying. The *Peer Support Program* is designed to provide students with a supportive learning environment in which to develop the skills, understandings, attitudes and strategies to make healthy life decisions. It is a peer led (grade 5/6 students), skills based, experiential learning program. The *Peer Support Program* modules focus on developing values, skills and understandings vital to the wellbeing of children and young people.

The Better Buddies Program ran again in 2016 with our grade 3/4 students assigned as Buddies to our new Foundation students. Better Buddies enables younger children to feel safe and cared for while older children feel valued and respected.

For more detailed information regarding our school please visit our website at
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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 314 students were enrolled at this school in 2016, 164 female and 150 male. There were 14% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Lower</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Lower</p> <p> Similar</p>
<p>NAPLAN Year 5</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>46%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>38%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>8%</td> <td>31%</td> <td>62%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>65%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>54%</td> <td>31%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	46%	31%	Numeracy	27%	38%	35%	Writing	8%	31%	62%	Spelling	15%	65%	19%	Grammar and Punctuation	15%	54%	31%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	23%	46%	31%																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

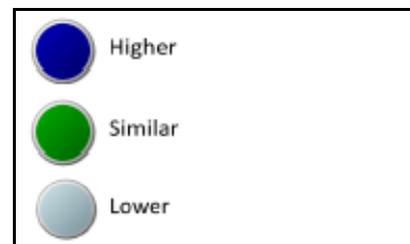
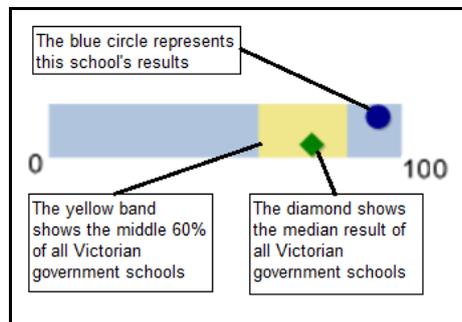
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

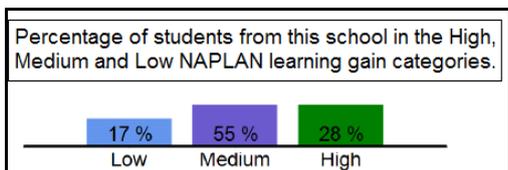
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The School comparison measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.



Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,197,153
Government Provided DET Grants	\$261,401
Government Grants Commonwealth	\$96,016
Revenue Other	\$50,432
Locally Raised Funds	\$525,244
Total Operating Revenue	\$3,130,246

Expenditure	
Student Resource Package	\$2,133,409
Books & Publications	\$3,133
Communication Costs	\$8,091
Consumables	\$75,258
Miscellaneous Expense	\$197,036
Professional Development	\$16,656
Property and Equipment Services	\$273,534
Salaries & Allowances	\$267,608
Trading & Fundraising	\$26,949
Utilities	\$25,080
Total Operating Expenditure	\$3,026,754

Net Operating Surplus/-Deficit **\$103,492**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$47,884
Official Account	\$60,700
Total Funds Available	\$108,584

Financial Commitments	
Operating Reserve	\$108,584
Total Financial Commitments	\$108,584

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Expenditure was tracked across the year through the Program Budget process. The school is in a solid position for 2017 to continue to upgrade facilities and fund teaching and learning programs.