2017 Annual Report to the School Community

School Name: Coburg North Primary School

School Number: 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 Regulation 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 2017 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 22 May 2018 at 11:08 AM by Jill Howells (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 02 July 2018 at 01:26 PM by Kate Copping (School Council President)

About Our School

School Context

Coburg North Primary is situated in the inner north of Melbourne. In 2017 the school had 416 students in 19 classes: Prep x 5, grade 1 x 4, grade 2 x 3, grade 3/4 x 4 and grade 5/6 x 3. Specialist Programs were offered in Visual Arts, Performing Arts, Physical Education, Italian and Information Technology. In 2017 Coburg North Primary had 39 staff members (24 full time): 2 Principal class, 27 teachers and 12 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 the school council's A.I.M.S document, developed in collaboration with the student, teacher and parent stakeholders of the school community.

Framework for Improving Student Outcomes (FISO)

The initiative of 'health & wellbeing' was chosen, with the key improvement strategy of 'Investigate & implement school wide framework in regards to mental health and well-being, and respectful relationships'. The Department's parent & attitude to school surveys were utilised to measure progress.

The initiatives of 'building practice excellence' and 'Curriculum planning and assessment' were chosen, with the key improvement strategies of: Establish a 21st century curriculum framework to improve student engagement and support improved learning outcomes; Development of non-negotiable teaching & learning practices through collaboration, coaching and team work; and improve teacher judgement against curriculum standards to demonstrate a better spread of results for a given cohort. Data sets used to measure progress include: 'school performance against thresholds' reports, NAPLAN results, and teacher judgement results.

Achievement

In 2017, teacher judgement, P-6, showed an increase in the % of students above expected level, in English and Number & Algebra, from 2016 teacher judgement. Coburg North was marginally higher than the median of all government schools, though lower than similar schools.

Our NAPLAN results overall are highly commendable and are testimony to our continual focus on improving teacher capacity and understanding of the learning continuum and curriculum requirements of English and Mathematics. In 2017 NAPLAN, the percentage of students in the top 3 bands of testing in NAPLAN at Year 3, was similar to like schools in reading and numeracy and the numeracy 4 year trend, and higher than like schools in the reading 4 year trend. For grade 5 NAPLAN results, Coburg North was similar to like schools for all the components. The middle range of learning gain was predominant across all elements of NAPLAN.

The focus for 2018, will be to continue to build teacher capacity and understanding of the learning continuum and curriculum requirements of English and Mathematics

Engagement

The average attendance rate across the school for 2017, was no less than 91%, with years 1 and 2 achieving a 93% attendance rate.

The 2017 attitudes to school survey, showed an improvement in the domain of connectedness to school, from 2016 results. In school Connectedness the percentile score for 2016 for grade 5/6 students was 25.6. In the 2017 attitudes to School survey, the grade 4-6 students had an overall primary percentage rating of 81%

Wellbeing

The categories of Student Distress (2016 percentile of 39.6) and Student Morale (2016 percentile of 13.1) that were selected as our other two measures were not part of the 2017 survey. The closet comparison to be found with the revised survey is Student Safety. These percentage ratings were Advocate at School 90%, Managing Bullying 77%, and Respect for Diversity 84%. A comparison of these two data sets is very difficult.

The uniform policy is now gender neutral and staff have participated in workshops to ensure classroom programs, our language and community are inclusive for all. The school adopted the Kidsmatter framework which was rolled out across the school by the newly created Welfare Team which consisted of a cross section of staff, a parent and an outside agency.

For more detailed information regarding our school please visit our website at
[enter web address here]

Performance Summary

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

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

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

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

School Profile

Enrolment Profile

A total of 414 students were enrolled at this school in 2017, 209 female and 205 male.

13 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

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

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 — 100 Results: Mathematics 0 — 100	Lower Lower

Performance Summary

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

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	🟢 Similar 🔵 Higher 🟢 Similar 🟢 Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	🟢 Similar 🟢 Similar 🟢 Similar 🟢 Similar

Performance Summary

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

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 11 % / 54 % / 36 % Low / Medium / High **Numeracy** 21 % / 66 % / 14 % Low / Medium / High **Writing** 19 % / 56 % / 26 % Low / Medium / High **Spelling** 26 % / 59 % / 15 % Low / Medium / High **Grammar and Punctuation** 11 % / 48 % / 41 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison

Engagement

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

School Comparison
A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.

Average 2017 attendance rate by year level:

Student Outcomes

Results: 2017

0 — 50

Few absences <------> Many absences

Results: 2014 - 2017 (4-year average)

0 — 50

Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	93 %	93 %	92 %	92 %	91 %	92 %

School Comparison

Similar

Similar

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 ———— 100	Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 ———— 100	Similar

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)
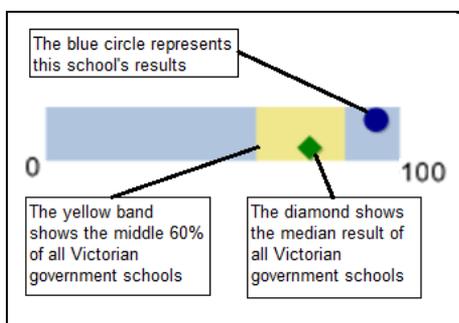
Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

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

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

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

What does *School Comparison* refer to?

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

The comparison measure takes into account the school's 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 shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

Higher

Similar

Lower

More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available*' mean?

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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

Financial Performance and Position

Financial performance and position commentary

The surplus will be used to; purchase learning resources for the STEAM hub, to supplement the completion of the building project due for commencement in 2018;
Extraordinary revenue/ expenditure
The equity funding has been tagged to whole staff professional development in Restorative Practices and the acquisition of sensory kits for each classroom in the junior years.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	$2,876,475
Government Provided DET Grants	$477,532
Government Grants Commonwealth	$160,021
Revenue Other	$42,826
Locally Raised Funds	$669,773
Total Operating Revenue	**$4,226,627**

Equity[1]	
Equity (Social Disadvantage)	$10,764
Equity Total	**$10,764**

Expenditure	
Student Resource Package[2]	$2,770,370
Books & Publications	$4,242
Communication Costs	$8,764
Consumables	$115,300
Miscellaneous Expense[3]	$254,727
Professional Development	$18,119
Property and Equipment Services	$356,991
Salaries & Allowances[4]	$378,678
Trading & Fundraising	$41,776
Utilities	$34,028

Total Operating Expenditure	**$3,982,995**
Net Operating Surplus/-Deficit	**$243,633**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	$226,058
Official Account	$47,507
Total Funds Available	**$273,565**

Financial Commitments	
Operating Reserve	$191,282
Maintenance - Buildings/Grounds incl SMS<12 months	$20,000
Revenue Receipted in Advance	$33,158
Provision Accounts	$3,000
Other recurrent expenditure	$11,178
Maintenance -Buildings/Grounds incl SMS>12 months	$14,947
Total Financial Commitments	**$273,565**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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