

2018 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 2018 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 March 2019 at 06:13 PM by Monika Gruss
(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 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 2018 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 01 May 2019 at 02:43 PM by Kate Copping (School
Council President)

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. In 2018, the school reached a student population of 495 students. It is expected to reach 650 students by 2025. In 2018, Coburg North Primary had 46 staff members (32 full time): 2 Principal class, 32 teachers, and 12 Education Support staff. There were 23 classes and 4 specialist programs (Music, Visual Arts, Physical Education and Italian).

The school has a high socio economic profile based on the school's Student Family Occupation Index. 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 fund raise and bring the parent community together.

School Vision:

To foster curiosity and a lifelong pursuit of knowledge in a dynamic and engaging setting through enriched quality teaching and learning experiences. To nurture a strong sense of self-worth and develop the skills to be a contributing member of society.

School Values:

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:

Learning; Enjoyment; Responsibility; Trust; Respect; Friendliness; Confidence; Honesty.

Framework for Improving Student Outcomes (FISO)

In 2018, the FISO initiatives and Key Improvement Strategies (KIS) were:

FISO Initiative: Health and Wellbeing. GOAL: Develop clear expectations and positive respectful relationships across the school community.

KIS: Investigate and implement a school wide framework in regards to mental health, well-being and respectful relationships.

FISO Initiative: Building Practice Excellence. GOAL: Continue to embed a school wide approach to Teaching, Learning and Assessment practices to improve student outcomes through differentiation across the curriculum.

KIS 1: Develop a consistent practice in Literacy and Mathematics through, collaboration, coaching and team work.

KIS 2: Develop distributed leadership across the school.

Achievement

In 2018, teacher judgement for all strands in Literacy and Mathematics were similar to the results for primary schools with similar characteristics to Coburg North Primary.

NAPLAN results for students performing in the top two bands across all strands were relative to similar schools in Year 3, but showed a slight decrease compared to similar schools in Year 5. Relative growth (student's results from Year 3 to Year 5), showed positive results scoring higher than schools in our network for reading and writing.

The focus for 2019 will be to establish consistent practices across the school in both Literacy and Mathematics and develop our Learning Specialists capacity to work with teachers across the school to provide coaching and demonstrations for teachers. We will also be developing Professional Learning Communities across the school to assist teachers to working towards 100% student growth in Literacy and Mathematics.

Engagement

The percentage of students with 20 or more absence days at Coburg North Primary was 18%. This is below the results of similar primary schools (20% for similar schools). The 2018 Attitudes to School Survey demonstrates there was a general downward trend in students attitudes towards school. Student's sense of connectedness declined to 73%.

In 2019, Student Voice and Agency is listed as a significant project with a teacher leading in this area and working collaboratively with the Inquiry Leader to lift student engagement. The school will continue to use PIVOT to collect information from students regarding their teacher's performance.

Wellbeing

In the Attitudes to School Survey, School Safety (Advocate at school, Managing bullying, Respect for diversity) showed a slight decrease from last year (79% to 75%).

In 2019, the school will continue to be under construction due to capital works, which will be leaving the school grounds with less play areas. The school will make available, student lunch clubs and possible visits to Harmony Park. The school continues to employ a Primary Welfare Officer to support students wellbeing and welfare.

Financial performance and position

The financial performance at the end of 2018 left Coburg North Primary with a healthy surplus as funds were saved for works required for the Capital Works project. A considerable amount was spent on split systems for the new build with remaining funds held for capital works in 2019. The school has lost significant revenue due to capital works such as the loss of the Farmers Market, Moreland City Council Holiday program and Hall hire from community events. This will have an impact on the following year as the building works will continue till December 2019.

As the SFO index is in decline, the school received less funding from the government in regards to equity funding. The school received grants to support a sensory garden and well as funding for additional vegetable boxes for produce used in our Italian Cooking program. The Parents and Friends Committee continue to raise funds for the school. This year P & F raised \$31000, which will go towards a playground for 2019/20.

For more detailed information regarding our school please visit our website at
<http://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 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

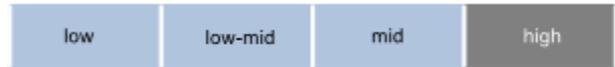
Enrolment Profile

A total of 497 students were enrolled at this school in 2018, 256 female and 241 male.

10 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.



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).

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



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
<p>Teacher Judgement 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 Annual Report</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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

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> Similar</p> <p> Higher</p> <p> Similar</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 Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>41%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>53%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>52%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>42%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>58%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	41%	32%	Numeracy	17%	53%	31%	Writing	24%	52%	24%	Spelling	33%	42%	24%	Grammar and Punctuation	18%	58%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>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.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	93 %	93 %	94 %	92 %	92 %	93 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	93 %	93 %	94 %	92 %	92 %	93 %										

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
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>		<p> Lower</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>		<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,666,547	High Yield Investment Account	\$425,549
Government Provided DET Grants	\$426,368	Official Account	\$24,273
Government Grants Commonwealth	\$289,627	Other Accounts	\$1,278
Government Grants State	\$5,000	Total Funds Available	\$451,100
Revenue Other	\$34,127		
Locally Raised Funds	\$692,454		
Total Operating Revenue	\$5,114,124		
Equity¹			
Equity (Social Disadvantage)	\$11,262		
Equity Total	\$11,262		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,485,061	Operating Reserve	\$187,729
Books & Publications	\$1,468	Funds Received in Advance	\$50,395
Communication Costs	\$7,234	Capital - Buildings/Grounds < 12 months	\$212,976
Consumables	\$124,589	Total Financial Commitments	\$451,100
Miscellaneous Expense ³	\$268,700		
Professional Development	\$17,418		
Property and Equipment Services	\$296,589		
Salaries & Allowances ⁴	\$467,009		
Trading & Fundraising	\$11,627		
Utilities	\$31,192		
Total Operating Expenditure	\$4,710,885		
Net Operating Surplus/-Deficit	\$403,239		
Asset Acquisitions	\$0		

- (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 15 March 2019 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.

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).

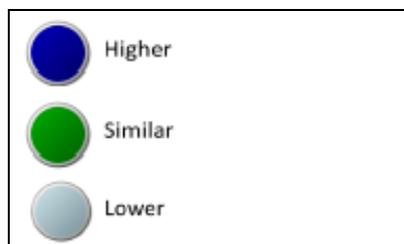


What does *School Comparison* refer to?

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.



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' or 'ND' 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').