

# 2017 Annual Report to the School Community



School Name: Coburg West Primary School

School Number: 3941



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 27 April 2018 at 12:01 PM by Mark Colagrande (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 08 May 2018 at 06:19 PM by Ian Drew (School Council President)



Education and Training



## About Our School

### School Context

Coburg West Primary School, established in 1917 is located in Reynard Street Coburg in the northern suburbs of Melbourne. The school enrolment has increased since 1986 from 334 to its current enrolment of 503 students. The population reflects a multicultural community and diverse socio-economic backgrounds.

The school offers a broad curriculum within a secure, attractive and stimulating environment. Specialist programs are offered in Performing Arts, Languages (Greek and Italian), Visual Arts and Physical Education. The school has 35.16 equivalent full-time (EFT) staff: 1.9 EFT principal class, 26 EFT teaching staff and 7.26 EFT Education Support staff. Other programs offered include student leadership, instrumental music and values programs. The Department of Education's Program for Students with Disabilities is provided for students with identified disabilities.

The school's Out of School Hours Care program provides for up to 110 students.

In 2017, the school canteen continued to provide healthy lunches and over counter sales on Wednesdays, Thursdays and Fridays. The canteen has a paid canteen manager supported by parent volunteers.

In 2017, the school continued its focus on key aspects of literacy, numeracy, inquiry, behaviour management and student assessment. Our school community strives to provide a stimulating, tolerant, understanding and sustainable environment, in which all students can reach their full potential. A strong, relevant and comprehensive professional learning program for all staff underpins this development.

### Framework for Improving Student Outcomes (FISO)

With 2017, we saw the implementation of the new School Strategic Plan 2017-2020. This four-year plan focuses on the FISO Priorities of *Excellence in Teaching and Learning*, *Positive Climate for Learning* and *Community Engagement in Learning*.

In supporting the SSP, the 2017 Annual Implementation Plan (AIP) focused on the FISO Improvement Initiatives of *Building Practice Excellence* and *Building Communities*. As part of this plan, Key Improvement Strategies are established so as to guide staff toward achieving the goals and targets set. All staff work toward supporting the school in achieving these targets via professional learning, the Performance and Development Process and professional engagement with their colleagues.

### Achievement

The overall performance summary indicates that students across our school are performing above the state average across the key learning areas of literacy and numeracy.

NAPLAN Relative Growth in Year 3-5 indicates that in all areas of literacy and numeracy on average, 70% of students achieved high or medium growth in student outcomes. 2017 NAPLAN data indicates that our students continue to perform above the state mean in all areas of numeracy, reading, writing, spelling, grammar and punctuation at years 3 and 5.

A robust school wide assessment program compliments NAPLAN data. Student data is analyzed regularly to drive the school's continuous improvement approach to teaching and learning and is utilized by all staff for program planning P-6. Teacher judgements assessed against the Victorian Curriculum continue to indicate that our students are performing lower than the expected level for similar schools but remain above the median of all Victorian Government schools.

In 2017, our focus on teaching and learning continued to build upon the work already undertaken to ensure our continued path toward the achievement of high quality educational outcomes for all students.

High expectations of all learners and teacher efficacy, combined with a focus on core learning in numeracy and literacy continues to ensure consistency across the school. This resulted in consistent classroom practice directly leading to improved student outcomes evidenced in NAPLAN and internal school achievement data. Ongoing professional learning at the whole school, team and individual level continues to be a critical component in ensuring school effectiveness.

### Engagement

Our student attendance data remains similar to like schools. In 2017 each year level averaged a 93% attendance rate. This keeps our school below the state average, meaning our students have less days absent.

A comprehensive and engaging curriculum across all classroom and specialist programs, ensures that all students are experiencing optimal learning opportunities. The school continues to implement a pedagogical approach, which ensures consistency of teaching practice and explicit instruction in the key areas of literacy and numeracy. An inquiry approach is implemented for units of study P-6. In 2017 Digital Technologies was initiated as a specialist program, engaging students and staff in lessons on cybersafety, coding and robotics. This program will expand into 2018.

The orientation program for new Prep students is comprehensive and informative. There is also a strong focus on year-to-year transitions within the school. Children spend time in their new classrooms and have an opportunity to meet their new teacher and classmates, helping to ensure that all students and their families feel comfortable, prepared and fully informed.

The main methods of communication are the fortnightly newsletter, the school's website and the COMPASS platform.



## Wellbeing

2017 marked the first time Year 4 students joined the Year 5 and 6s in completing the Attitudes to School survey. The data indicates our students responded similarly to like schools. Ongoing focus on the school values continues to achieve a clear sense of purpose and vision with the core values of responsibility, honesty, respect, endeavor, cooperation and friendliness. The Ramon Lewis rights: Everyone has the right to feel safe and Everyone has the right to learn, are the school's two rules and are in clear evidence within classrooms and the schoolyard.

Wellbeing is further enhanced through our student leadership, SRC and Prep Buddies programs. In 2017, as part of our Centenary Celebrations, a whole school Birthday Party and fun sports day provided students with an opportunity to participate in cross age cooperative activities.

Assemblies continue to be student led. Students across the school assume responsibility for a variety of leadership roles including School and House Captains, SRC membership and grade 3/4 sports leaders.

For more detailed information regarding our school please visit our website at  
[www.cobw.vic.edu.au](http://www.cobw.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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 503 students were enrolled at this school in 2017, 244 female and 259 male.</p> <p>5 percent were EAL (English as an Additional Language) students and &lt; 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></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><b>NAPLAN Year 3</b></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> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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><b>NAPLAN Learning Gain</b> 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"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>45%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>15%</td> <td>58%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>47%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>45%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>55%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	45%	29%	Numeracy	15%	58%	27%	Writing	29%	47%	24%	Spelling	30%	45%	26%	Grammar and Punctuation	26%	55%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## 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:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> 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 2017 attendance rate by year level:</p> <table border="1" data-bbox="550 913 1037 1008"> <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>94 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	92 %	94 %	92 %	93 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	93 %	92 %	94 %	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><b>Students Attitudes to School - Sense of Connectedness</b></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>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></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>Results: 2017</p>	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)

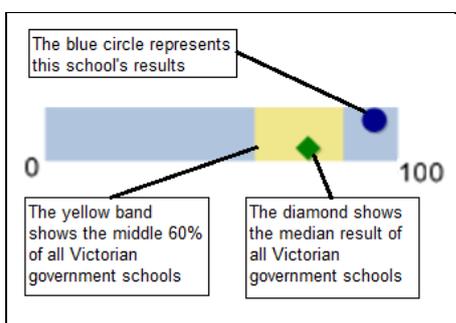
### Engagement

- 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).

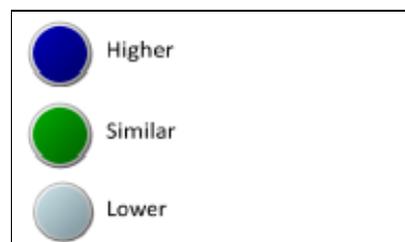


## What does *School Comparison* refer to?

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*' 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

In 2017, the school managed its finances in line with DET processes and guidelines. There was a clear delineation and segregation of duties to ensure prudent checks and balances were in place with regard to budgeting, receipting and expenditure of funds. The Business Manager and the Principal have supported the School Council, who are responsible for overseeing finances. During 2017, funds were expended in accordance with the budget approved by School Council. The Total Financial Commitments of \$442,495 equal the Total Funds Available. The school ended 2017 with a Deficit of \$97,323. In 2017, measures were taken to address this Deficit. Funds have been reserved in the 2018 budget to repay this 2017 Deficit.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,379,291	High Yield Investment Account	\$149,109
Government Provided DET Grants	\$217,857	Official Account	\$95,544
Government Grants Commonwealth	\$5,650	Other Accounts	\$197,843
Government Grants State	\$5,400	<b>Total Funds Available</b>	<b>\$442,495</b>
Revenue Other	\$36,219		
Locally Raised Funds	\$1,145,835		
<b>Total Operating Revenue</b>	<b>\$4,790,251</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$22,126		
<b>Equity Total</b>	<b>\$22,126</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,417,765	Operating Reserve	\$206,205
Books & Publications	\$4,658	Asset/Equipment Replacement < 12 months	\$17,500
Communication Costs	\$8,124	Capital - Buildings/Grounds incl SMS<12 months	\$100,000
Consumables	\$122,060	Maintenance - Buildings/Grounds incl SMS<12 months	\$43,674
Miscellaneous Expense <sup>3</sup>	\$235,853	Revenue Received in Advance	\$13,350
Professional Development	\$14,059	School Based Programs	\$10,000
Property and Equipment Services	\$435,374	Repayable to DET	\$45,000
Salaries & Allowances <sup>4</sup>	\$427,174	Other recurrent expenditure	\$6,766
Trading & Fundraising	\$185,203	<b>Total Financial Commitments</b>	<b>\$442,495</b>
Travel & Subsistence	\$205		
Utilities	\$37,099		
<b>Total Operating Expenditure</b>	<b>\$4,887,575</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$97,323)</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		



- (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.*