

2019 Annual Report to The School Community



School Name: Coburg West Primary School (3941)



- 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 2019 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 31 July 2020 at 11:32 AM by Mark Colagrande (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 12 August 2020 at 05:05 PM by Ian Drew (School Council President)

About Our School

School context

Established in 1917, Coburg West Primary School is located in Reynard Street Coburg in the northern suburbs of Melbourne. School enrolments for the 2019 scholastic year grew to 516 students across 23 grades. With three percent of students having English as an Additional Language (EAL) or identifying as Aboriginal and/or Torres Strait Islander, the population reflects a diverse and inclusive community with high socio-economic backgrounds.

The school had 38.4 Equivalent Full Time (EFT) staff: 1.9 EFT Principal Class, 1.3 EFT Leading Teachers, 1.9 EFT Learning Specialists, 15.7 EFT Classroom Teacher 2 and 11.4 EFT Classroom Teacher 1 teaching staff, with 6.2 EFT Education Support Staff.

The School Vision ensures that at CWPS our community of lifelong learners are preparing for their future. Learning experiences encourage us to think critically, creatively and to problem solve, whilst demonstrating academic excellence. Our school supports students to be engaged in an inclusive, safe and respectful learning environment of global citizens. A strong, relevant and comprehensive professional learning program for all staff underpins this Vision.

In 2019, the school continued with its focus on the key aspects of literacy, numeracy, student agency and engagement in their learning.

The school continued to offer a broad curriculum within a secure, attractive and stimulating environment. Specialist programs offered include Performing Arts, Languages, Visual Arts and Physical Education. Other programs offered include student leadership, instrumental music and values programs. The Department of Education and Training's Program for Students with Disabilities is utilised for students with identified disabilities. In 2019, the school appointed two Learning Specialists to improve and support the teaching and learning of Science and Digital Technologies across the school. The school also began the implementation of the School Wide Positive Behaviours Support Program, as well as the Professional Learning Communities (PLC) approach.

The school's Out of School Hours Care program provides care for up to 120 students per session.

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

Framework for Improving Student Outcomes (FISO)

With 2019, we entered the third year of our 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 2019 Annual Implementation Plan (AIP) focused on the FISO Improvement Initiatives of Building Practice Excellence and Empowering Students and Building School Pride. As part of this plan, the Key Improvement Strategies (KIS) were;

- To increase the percentage of students achieving above expected level in Reading & Viewing and Number & Algebra
- To build student agency by students setting individual learning goals and self-tracking their progress

These KIS guide staff toward achieving the goals and targets set. All staff work toward supporting the school in achieving these targets via Professional Learning (PL), the Performance and Development Process (PDP) and professional engagement with their colleagues through such initiatives as PLCs. In their regular PLC meetings, staff utilise the PLC Inquiry Cycle to analyse student cohort data, ensuring that all student's needs are catered for, enabling

every student to demonstrate growth in their learning.

Achievement

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

Overall, the 2019 NAPLAN data indicates that our students continue to perform well above the state median in the areas of numeracy and reading at years 3 and 5.

NAPLAN Learning Gain from Year 3-5 indicates that over 70% of students in this cohort achieved Medium or High Learning Gain in the areas of Reading, Writing, Grammar and Punctuation, while in Numeracy it was 81% of the students.

A robust school wide assessment program ensures staff analyze student data during weekly PLC meetings. This drives the school's continuous improvement approach to teaching and learning and is utilized by all staff for program planning P-6. This work is demonstrated by the improved teacher judgements assessed against the Victorian Curriculum, which in 2019 indicate that in English and Mathematics, our students are performing above the expected level for similar schools and remain above the median of all Victorian Government schools.

In 2019, 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

In 2019, our student attendance data was above that of similar schools and each year level averaged a 93% attendance rate. Once again, this keeps our school above 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 2019, there was a stronger focus on student engagement, with the appointment of Learning Specialists in the areas of Digital Technologies and Science. These Learning Specialists supported a strong focus on student engagement by guiding the improved teaching and learning of these curriculum areas across the school P-6.

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.

We have a highly engaged school community, with parents volunteering to assist in classrooms, fundraising and community events. The main methods of communication are the fortnightly newsletter, the school's website and the COMPASS platform.

Wellbeing

This was the third year that Grade 4 students joined Grade 5 and 6s in completing the Attitudes to School Survey. The 2019 data indicates our students responded below similar schools in the areas relating to their Sense of Connectedness and the Management of Bullying. It should be noted that the survey was taken early in the school year and since then; the school began the implementation of the School Wide Positive Behaviours Support Program (SWPBS), led by the Student Wellbeing Leader.

Also in 2019, all teaching staff continued to be involved in the PIVOT Student Survey cycle and professional development, as we work toward improving Student Voice and Agency in their learning.

A review of the school values by students, staff and parents, led to the school identifying four core Values to compliment the SWPBS Program; We are Learners, We are Respectful, We are Safe and We Care. These new Values identify a clear sense of purpose and vision.

The school also supports 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, Prep Buddies, Sports and Music programs, allowing students across the school to assume responsibility for a variety of leadership roles. Weekly whole school assemblies continue to be student led.

Financial performance and position

Coburg West Primary School maintained a sound financial position throughout 2019, by managing its finances in line with DET processes and guidelines. The 2016-2020 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year Net Operating Surplus of \$22,275. This surplus was supported through generous community fundraising and donations to both the Building Fund and Library Fund. In 2019, a portion of locally raised funds were utilised to complete repairs to a section of roof, as well as add to classroom library collections. An additional portion of funds raised in 2019, are targeted for use in 2020; to replace carpets in the Prep classrooms and upgrade playground equipment. The school also received a small amount of Equity Funding, which contributed to the employment of staff to facilitate student support programs across the school.

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

School Profile

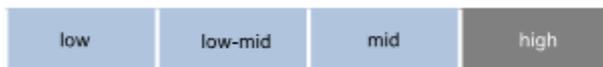
Enrolment Profile

A total of 516 students were enrolled at this school in 2019, 246 female and 270 male.

3 percent were EAL (English as an Additional Language) students and ND 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).

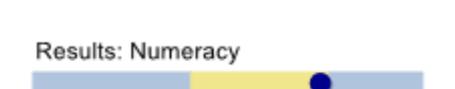
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Above ●</p> <p>Above ●</p>

Performance Summary

Achievement	Student Outcomes	Similar 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>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>Below </p> <p>Similar </p>

Performance Summary

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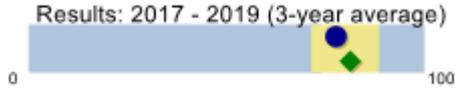
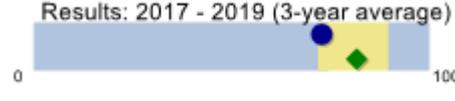
Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain 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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>49%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>56%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>41%</td> <td>34%</td> </tr> <tr> <td>Spelling</td> <td>40%</td> <td>44%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>59%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	49%	23%	Numeracy	19%	56%	25%	Writing	24%	41%	34%	Spelling	40%	44%	16%	Grammar and Punctuation	22%	59%	19%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

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Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	93 %	94 %	93 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	93 %	94 %	93 %	93 %										

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar
		 Below	
Wellbeing	Student Outcomes	Similar 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>Results: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Below </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>Results: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Below </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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,580,395	High Yield Investment Account	\$776,443
Government Provided DET Grants	\$286,604	Official Account	\$90,247
Government Grants Commonwealth	\$16,296	Other Accounts	\$29,573
Revenue Other	\$25,367	Total Funds Available	\$896,263
Locally Raised Funds	\$1,380,769		
Total Operating Revenue	\$5,289,432		
Equity¹			
Equity (Social Disadvantage)	\$23,096		
Equity Total	\$23,096		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,892,831	Operating Reserve	\$206,417
Books & Publications	\$17,897	Other Recurrent Expenditure	\$123
Communication Costs	\$5,455	Total Financial Commitments	\$206,540
Consumables	\$136,535		
Miscellaneous Expense ³	\$280,649		
Professional Development	\$15,319		
Property and Equipment Services	\$268,868		
Salaries & Allowances ⁴	\$420,076		
Trading & Fundraising	\$185,236		
Travel & Subsistence	\$1,678		
Utilities	\$42,612		
Total Operating Expenditure	\$5,267,157		
Net Operating Surplus/-Deficit	\$22,275		
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 26 February 2020 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)

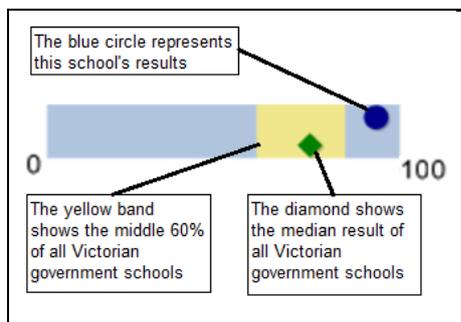
Engagement

- 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).

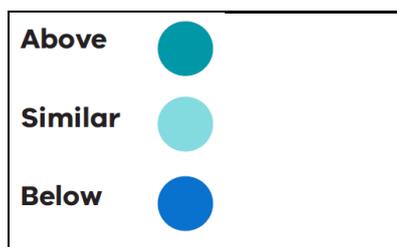


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').