

2024 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 \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 13 April 2025 at 03:03 PM by Mark Colagrande (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 28 April 2025 at 08:22 AM by Mark Colagrande (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Established in 1917, Coburg West Primary School is located in Reynard Street Coburg in the northern suburbs of Melbourne. Our school enrolments for the 2024 scholastic year were at 412 students across 19 grades. With 1 percent of students having English as an Additional Language (EAL) and 1 percent identifying as Aboriginal and/or Torres Strait Islander, the population still reflects a diverse and inclusive community with high socio-economic backgrounds. This is reflected in the school's Student Family Occupation and Education index (SFOE), with CWPS valued as LOW, indicating that we have a low level of socio-educational disadvantage across our school community.

The school had 33.59 Equivalent Full Time (EFT) staff: 2.0 EFT Principal Class, 1.27 EFT Leading Teachers, 0.34 EFT Learning Tutors, 18.75 EFT Classroom Teacher 2 and 5.67 EFT Classroom Teacher 1 teaching staff, with 2.02 EFT Teaching Support Staff, 1.41 Teacher Aides-SLN and 2.13 EFT Integration Teacher Aides.

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. This Vision is supported by our four core school Values; We are Safe, We are Learners, We are Respectful and We Care. A strong, relevant and comprehensive professional learning program for all staff, underpins our Vision and Values.

The school continued to offer a broad curriculum within a secure, attractive, and stimulating environment. Specialist programs offered include Performing Arts, Languages (Greek and Italian), Visual Arts and Physical Education. Classroom teachers delivered Library, STEM and Digital Technologies classes, while nominated staff also delivered extension and support programs for selected students. 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. While 2024 saw the expansion of our Student Wellbeing Team to include both our Mental Health and Wellbeing Leader and our Disability Inclusion Leader.

The school's Out of School Hours Care program continued to provide before and after school care for up to 120 students per session, with 2024 also seeing the Vacation Care Program entering its second year of operation.

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.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school has continued its focus on the key aspects of literacy, numeracy, and student agency in their learning. In 2024, DET continued funding the Tutor Learning Initiative and the Student Excellence Programs, enabling us to further support students in their learning. The school also continued its work to effectively implement the School Wide Positive Behaviours Support Program (SWPBS), as well as the Professional Learning Communities (PLC) approach.

Our regular Assessment and Reporting program was continuously reviewed, while NAPLAN tests were conducted online. Staff continued to analyse student data during their fortnightly Professional Learning Community (PLC) meetings. This work by staff, drives the school's continuous improvement approach to teaching and learning and is utilised by all staff for program planning P-6. Their efforts are demonstrated by the end of year teacher judgements as assessed against the Victorian Curriculum, which in 2024 indicate that 95.2% of students across grades Prep to 6 are working at or above expected level in English. While in Numeracy 97.9% of students across grades Prep to 6 are working above expected level.

Our 2024 NAPLAN data shows similarly high results with 83.9% of Year 3 students and 89.6% of Year 5 students demonstrating Strong or Exceeding proficiency levels in Reading. While in Numeracy, 87.5% of Year 3 students and 78.3% of Year 5 students demonstrated Strong or Exceeding proficiency levels. It should be noted that these results exceed the State average, with our Year 3 results also exceeding the results of Similar Schools, while our Year 5 results come in just below.

High expectations of all learners and teacher efficacy, combined with a focus on core learning in numeracy and literacy, continued to ensure consistency across the school. Ongoing professional learning at the whole school, team and individual level continues to be a critical component in ensuring school effectiveness.

Wellbeing

In 2024, students in Grades 4 to 6 completed the Attitudes to School Survey. The data indicates our students responded below both similar schools and the state in the areas relating to their Sense of Connectedness and the Management of Bullying.

The school's four core Values of; We are Learners, We are Respectful, We are Safe and We Care, complement the SWPBS Program. These Values identify a clear sense of purpose and vision. The SWPBS Matrix supports teachers and students in understanding the positive behaviours needed to ensure we have a safe, inclusive and positive learning environment for all students. 2024 saw our Student Wellbeing Committee working with staff and students to continue the full implementation of the SWPBS Program, while also implementing the Respectful Relationships program.

New DE funding saw a Disability Inclusion Leader being appointed in 2024. Together with our Mental Health and Wellbeing Leader, this addition to our staff delivered greater support to students, staff and families, in meeting the wellbeing needs of our students.

Wellbeing is further enhanced through Student Leadership, House Captains, SRC, Prep & Cross Age Buddies, Sustainability Leaders, Lunchtime Clubs, Sports and Music programs, also allowing students across the school to assume responsibility for a variety of leadership roles.

Weekly whole school assemblies continued to be student led and allowed us to celebrate student learning while continuing to build a positive culture across our school community.

Engagement

In 2024, our student attendance data remained positive, with the average number of school days absent, being lower than that of both similar schools and the state. Across the school we averaged a 91% attendance rate. Once again, this has kept 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 2024, there continued to be a strong focus on student engagement, with staff focussed on building students' agency in their learning. By maintaining dedicated learning spaces such as the STEM room, Library and Digi Tech Lab and extra programs such as the lunch time clubs also increased student eagerness to attend school.

Our comprehensive and informative orientation program for new Prep students proves to be reassuring for new families and beneficial for the new students. A strong focus on year-to-year transitions within the school was also maintained. Children spent time in their new classrooms and had an opportunity to meet their new teacher and classmates, helping to ensure that all students and their families felt comfortable, prepared and fully informed.

We have a highly engaged school community who support our students not only their home learning but also by helping in classrooms, on excursions and other whole school events. Our Community Group ran several highly successful community events throughout 2024, raising additional funds for our school while strengthening our sense of school community.

The main methods of communication are the fortnightly newsletter, the school's website and the COMPASS platform, while we also saw the full implementation of the SeeSaw App across the whole school in 2024.

Other highlights from the school year

Across 2024, many other events and celebrations took place, helping to make our school a great school for our students. Some of these were:

- Our grade 1 & 2 students enjoying Camp Day, while students in grades 4, 5 & 6 attended camps for 3 days/2 nights.
- Several whole school fundraising events organised and led by students in support of such charities as the Epilepsy Foundation and the Big Freeze for MND.
- Continuing our work towards becoming a Resource Smart School, with student Sustainability Leaders maintaining our composting and recycling programs while also further developing our native garden beds.
- Buddies Program seeing grade 3 students supporting kindergarten children in an exchange of visits between our school and the local kindergarten.
- Whole school events and celebrations such as Olympic Week, Book Week and Italian Day.

Financial performance

Coburg West Primary School worked toward maintaining a sound financial position throughout 2024, by managing its finances in line with DET processes and guidelines. The 2021-2024 School Strategic Plan, along with the 2024 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. Funds were expended in accordance with the budget approved by School Council.

The Financial Performance and Position report shows an end of year Net Operating Deficit of \$234,978. This result is impacted by several factors such as a staffing deficit, along with increases in school local payroll and decreases in revenue from OSHC, Canteen and Family Voluntary Contributions.

The community continued to support the school with generous contributions to fundraising activities together with donations to both the Building Fund and Library Fund. The School Council continues to raise additional revenue for the school through the hiring of school facilities outside of school hours.

In 2024, the school received a small amount of Equity Funding, which contributed to the employment of staff to facilitate additional student support programs across the school.

**For more detailed information regarding our school please visit our website at
www.cobw.vic.edu.au**

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 412 students were enrolled at this school in 2024, 209 female and 202 male.

1 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

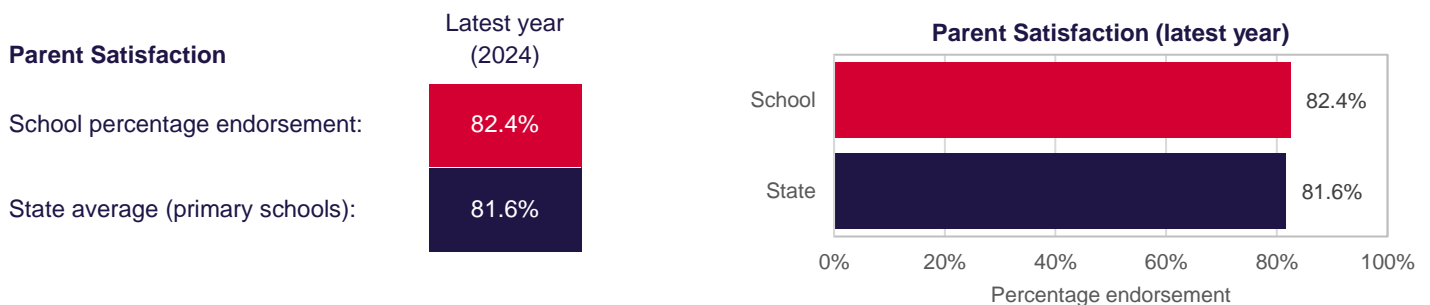
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: **Low**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

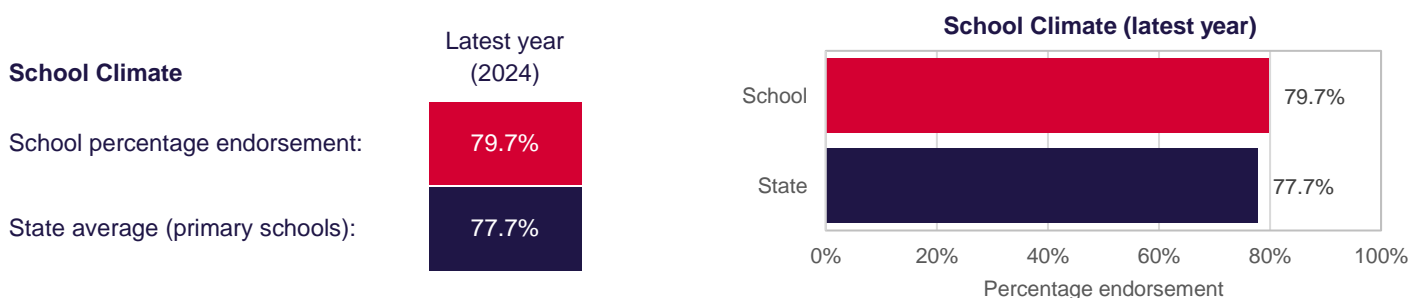


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



LEARNING

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

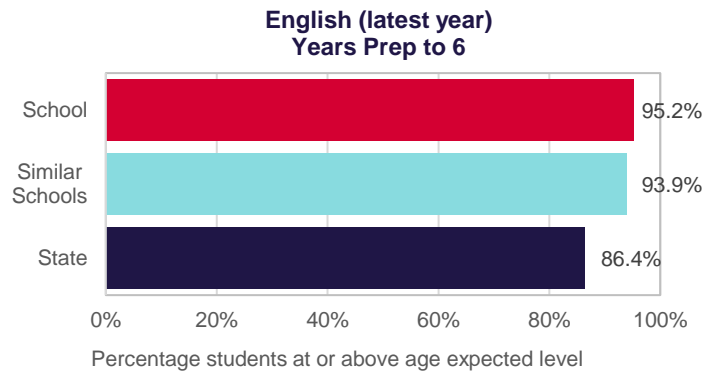
95.2%

Similar Schools average:

93.9%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

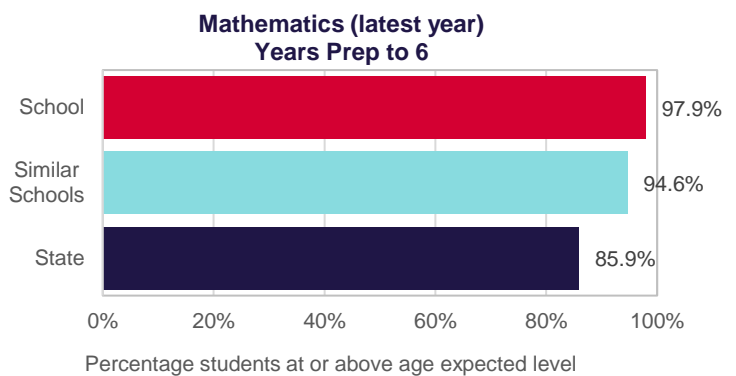
97.9%

Similar Schools average:

94.6%

State average:

85.9%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

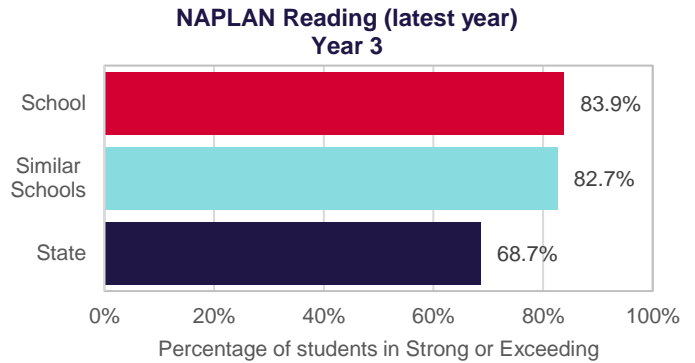
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

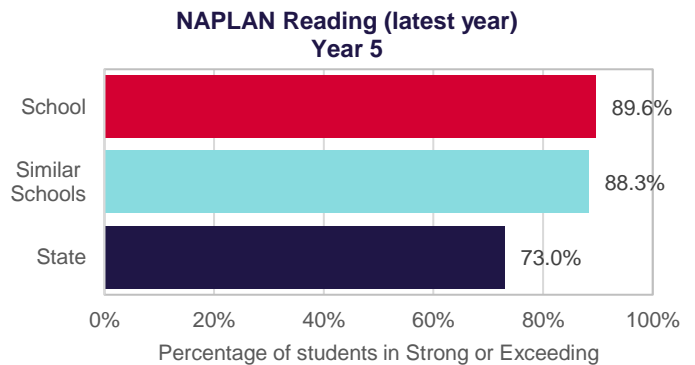
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.9%	84.9%
Similar Schools average:	82.7%	83.9%
State average:	68.7%	69.2%



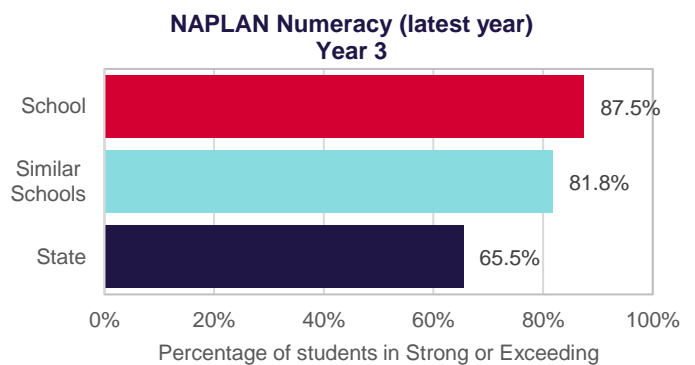
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	89.6%	86.6%
Similar Schools average:	88.3%	89.6%
State average:	73.0%	75.0%



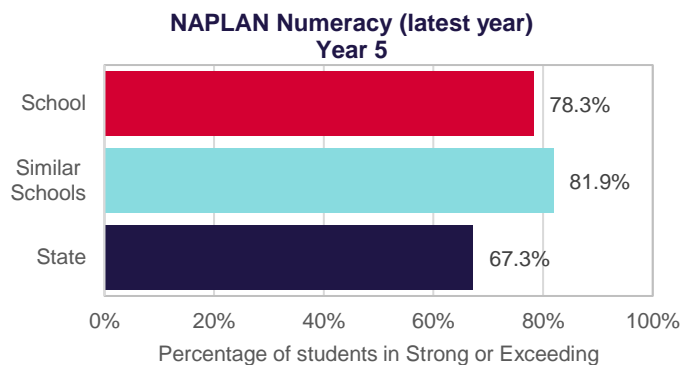
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.5%	89.7%
Similar Schools average:	81.8%	82.2%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.3%	76.6%
Similar Schools average:	81.9%	81.7%
State average:	67.3%	67.6%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

92.5%

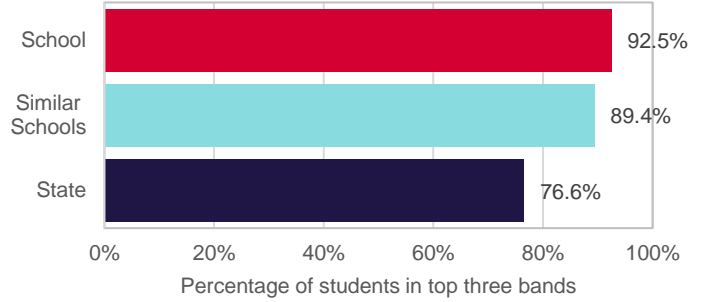
Similar Schools average:

89.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

90.0%

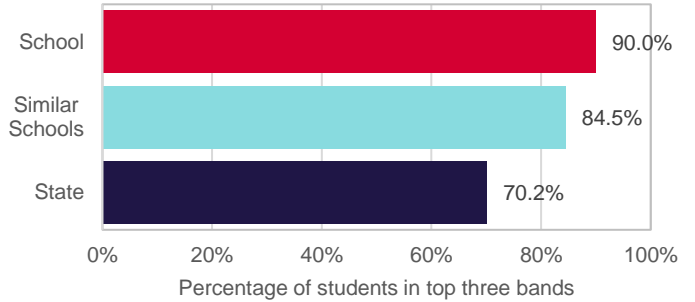
Similar Schools average:

84.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

79.1%

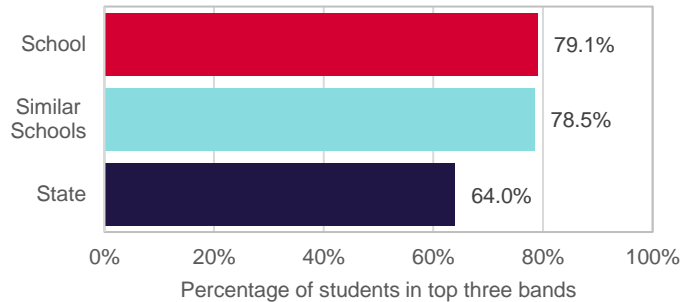
Similar Schools average:

78.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

73.2%

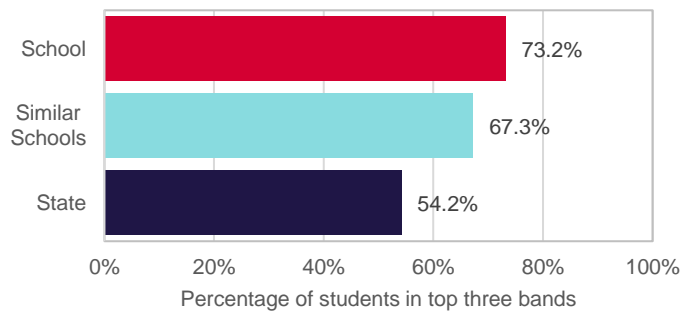
Similar Schools average:

67.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



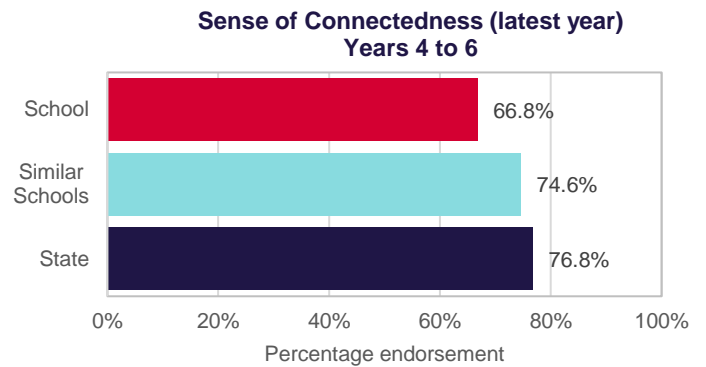
WELLBEING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

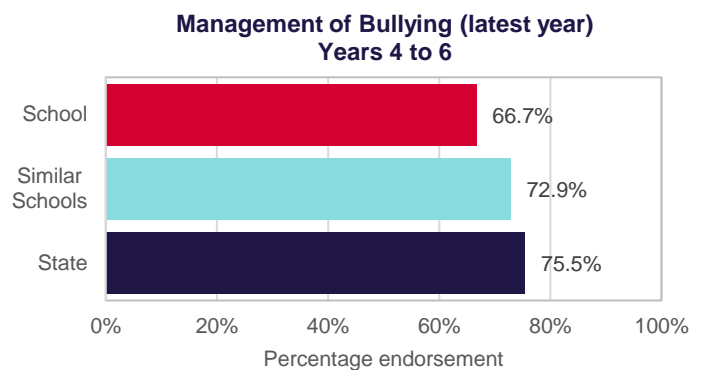
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	66.8%	71.0%
Similar Schools average:	74.6%	75.3%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	66.7%	68.0%
Similar Schools average:	72.9%	73.8%
State average:	75.5%	76.3%



ENGAGEMENT

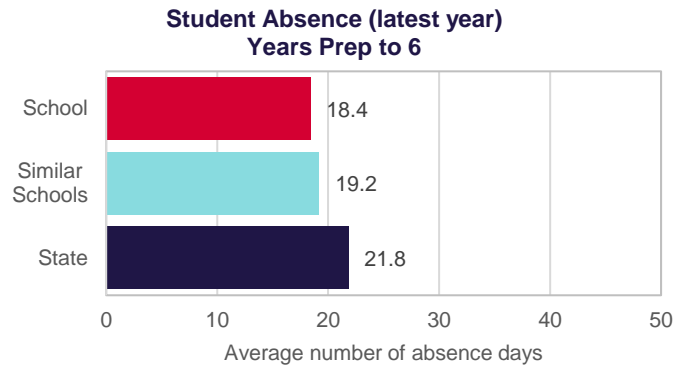
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	18.4	16.2
Similar Schools average:	19.2	16.9
State average:	21.8	20.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	91%	92%	92%	91%	92%	90%	88%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$3,765,493
Government Provided DET Grants	\$265,788
Government Grants Commonwealth	\$400,490
Government Grants State	\$7,538
Revenue Other	\$66,335
Locally Raised Funds	\$1,109,113
Capital Grants	\$0
Total Operating Revenue	\$5,614,759

Equity ¹	Actual
Equity (Social Disadvantage)	\$16,429
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$16,429

Expenditure	Actual
Student Resource Package ²	\$3,987,754
Adjustments	(\$1,000)
Books & Publications	\$8,911
Camps/Excursions/Activities	\$209,901
Communication Costs	\$3,477
Consumables	\$83,489
Miscellaneous Expense ³	\$189,308
Professional Development	\$14,289
Equipment/Maintenance/Hire	\$58,264
Property Services	\$149,152
Salaries & Allowances ⁴	\$729,701
Support Services	\$180,623
Trading & Fundraising	\$175,019
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$60,849
Total Operating Expenditure	\$5,849,737
Net Operating Surplus/-Deficit	(\$234,978)
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$540,384
Official Account	\$153,013
Other Accounts	\$70,817
Total Funds Available	\$764,214

Financial Commitments	Actual
Operating Reserve	\$310,853
Other Recurrent Expenditure	\$3,593
Provision Accounts	\$0
Funds Received in Advance	\$151,668
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$466,114

All funds received from the Department of Education, 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.

