

# 2020 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](http://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 2020 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 15 April 2021 at 12:17 PM by Mark Colagrande (Principal)

The 2020 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 30 April 2021 at 02:47 PM by Josh Rowe (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

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

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.

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## 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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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.

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### What does 'NDP' or 'NDA' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### What is 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 a disability 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').

## 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 2020 scholastic year grew to 519 students across 23 grades. With 4 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 40.08 Equivalent Full Time (EFT) staff: 2 EFT Principal Class, 1.8 EFT Leading Teachers, 2 EFT Learning Specialists, 12.37 EFT Classroom Teacher 2 and 15.9 EFT Classroom Teacher 1 teaching staff, with 6.02 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 2020, 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 2020, the school continued its work to improve the teaching and learning of Science and Digital Technologies across the school with the support of our two Learning Specialists. The school also continued its work to effectively implement 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 and assistant manager, supported by parent volunteers.

### Framework for Improving Student Outcomes (FISO)

With 2020, we entered the fourth and final 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 2020 Annual Implementation Plan (AIP) focused on the FISO Improvement Initiatives of Building Practice Excellence and Building Communities. 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
- Build school pride through the implementation of the School Wide Positive Behaviours Support Program and engage students with stimulated learning.

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**

Due to the COVID-19 Global Pandemic in 2020, teaching and learning programs were impacted by shifts in and out of Remote and Flexible Learning (R&FL). Our regular school’s Assessment and Reporting program needed to be modified in light of this and NAPLAN tests were not conducted across the country.

Despite these changes and disruptions throughout 2020, staff continued to analyse student data during their weekly 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 2020 indicate that 37% of students across grades Prep to 6 are working above expected level in Reading and Viewing, while 17% are working above in both Writing and Speaking & Listening. While in Numeracy 30% of students across grades Prep to 6 are working above expected level in Number & Algebra. With 13% working above expected level in both Measurement & Geometry and Statistics & Probability. This is a pleasing result considering the disruptions throughout the year.

With the shifts in and out of R&FL in 2020, 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, continued to ensure consistency across the school. In fact, upon surveying the parents in July regarding the R&FL Program being delivered, we found that the two biggest challenges faced by parents were that our expectations were too high and families struggled to balance the workload within their households. The two major positives, were that they valued the online Webex sessions where students could engage with their peers and teachers, as well as the implementation of our Wellbeing Wednesdays. In light of this feedback, we made changes to our R&FL program school wide which resulted in a great deal of positive feedback from parents as the school year drew to a close. They appreciated our focus on student wellbeing throughout the year.

Ongoing professional learning at the whole school, team and individual level continues to be a critical component in ensuring school effectiveness.

**Engagement**

In 2020, our student attendance data was above that of similar schools and each year level averaged a 95% attendance rate. Once again, 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 2020, there was a stronger focus on student engagement, with Learning Specialists in the areas of Digital Technologies and Science, supporting 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 and despite the impact of COVID related lockdowns and restrictions throughout 2020, they still managed to run some community events and raise some funds for our school. The main methods of communication are the fortnightly newsletter, the school’s website and the COMPASS platform.

**Wellbeing**

Upon their return to onsite schooling in late 2020, students in Grade 4 to 6 completed the Attitudes to School Survey. The 2020 data indicates our students responded below similar schools in the areas relating to their Sense of Connectedness and the Management of Bullying. However, it should be noted that due to lower participation rates and differences in collection methodology in 2020, data are not comparable with previous years or within similar school groups.

Also in 2020, 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.

The school's four core Values of; We are Learners, We are Respectful, We are Safe and We Care, compliment the SWPBS Program. These Values identify a clear sense of purpose and vision. The SWPBS Matrix was introduced in 2020, to support teachers and students in understanding the positive behaviours needed to ensure we have a safe, inclusive and positive learning environment for all students. More extensive work on the SWPBS Program being led by our Student Wellbeing Leader, was hindered by the lockdowns implemented due to the COVID-19 Global Pandemic.

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. Lockdowns caused us to move to weekly virtual assemblies, enabling students to maintain a connection to their peers as well as a sense of connectedness to the school community.

### **Financial performance and position**

Coburg West Primary School maintained a sound financial position throughout 2020, by managing its finances in line with DET processes and guidelines. The 2017-2020 School Strategic Plan, along with the 2020 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 Surplus of \$2,146. Despite the economic impact that the COVID-19 Pandemic had on families in 2020, this surplus was supported through generous community fundraising and donations to the Building Fund and Library Fund. In 2020, a portion of locally raised funds were utilised to install a new junior playground with soft rubber ground cover and a second bike storage cage, as well as continued adding to classroom library collections. 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 [www.cobw.vic.edu.au](http://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.

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 519 students were enrolled at this school in 2020, 254 female and 265 male.

3 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) which takes into account parents' occupations and education.

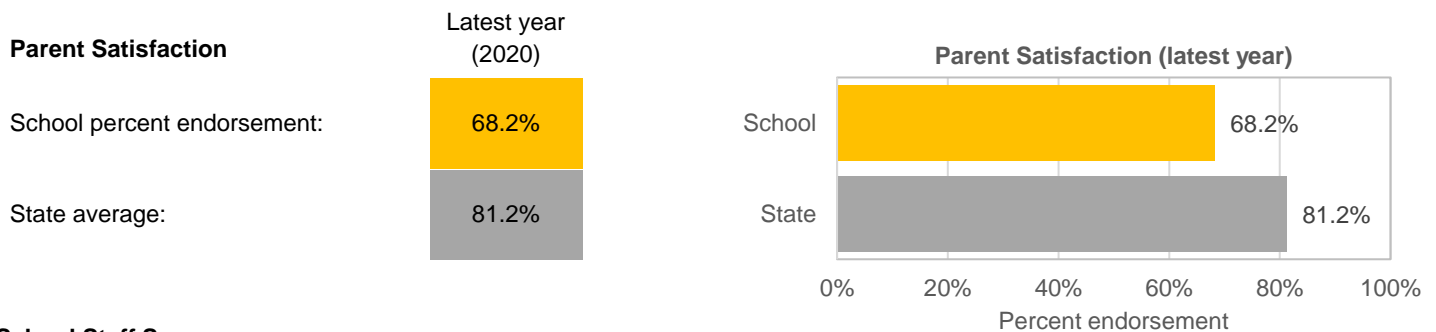
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

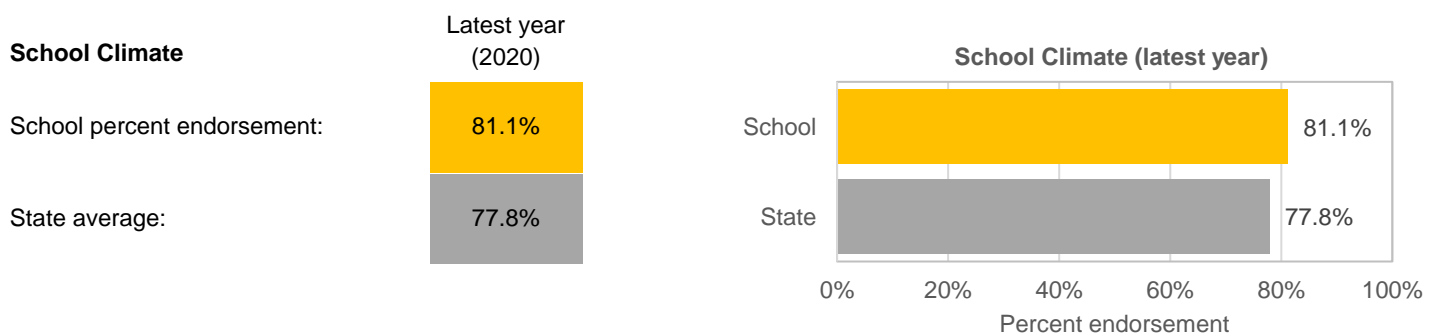


### School Staff Survey

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.



## ACHIEVEMENT

**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

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

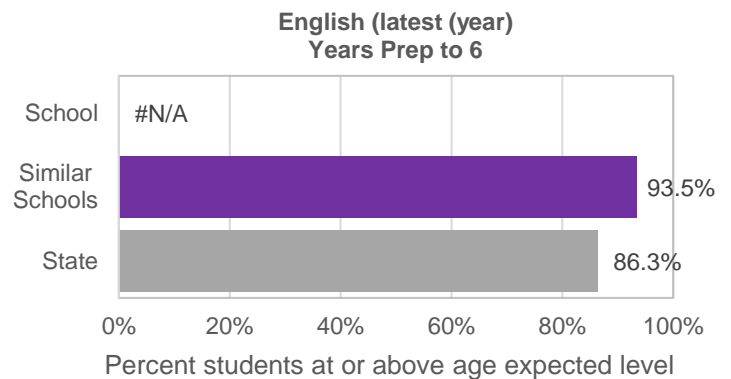
NDA

Similar Schools average:

93.5%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

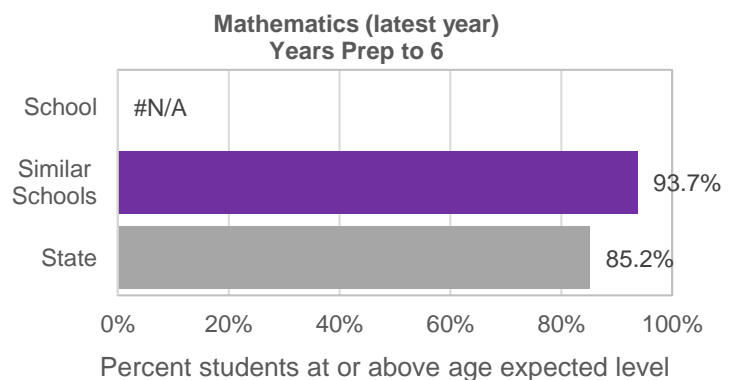
NDA

Similar Schools average:

93.7%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.



## ENGAGEMENT

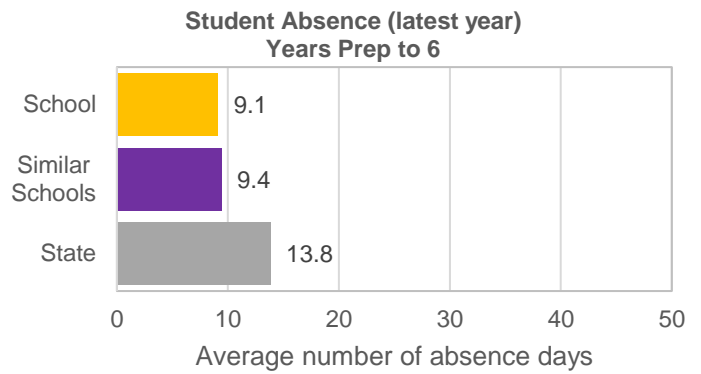
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	9.1	12.5
Similar Schools average:	9.4	13.3
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	97%	94%	95%	96%	95%	96%	95%

## 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.

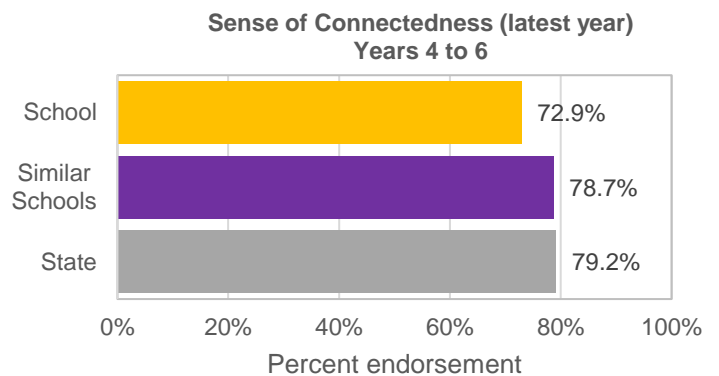
### Student Attitudes to School – Sense of Connectedness

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	72.9%	76.6%
Similar Schools average:	78.7%	79.3%
State average:	79.2%	81.0%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

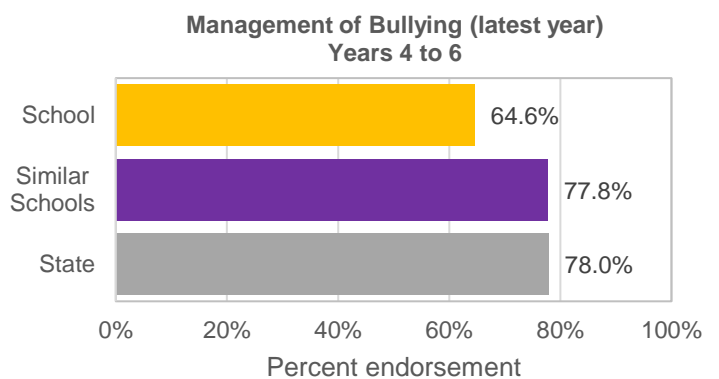
### Student Attitudes to School – Management of Bullying

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	64.6%	70.7%
Similar Schools average:	77.8%	79.9%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,688,534
Government Provided DET Grants	\$339,647
Government Grants Commonwealth	\$607,136
Government Grants State	NDA
Revenue Other	\$15,735
Locally Raised Funds	\$481,307
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$5,132,359</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$20,005
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$20,005</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,007,093
Adjustments	NDA
Books & Publications	\$10,167
Camps/Excursions/Activities	\$42,111
Communication Costs	\$6,329
Consumables	\$123,752
Miscellaneous Expense <sup>3</sup>	\$21,530
Professional Development	\$9,519
Equipment/Maintenance/Hire	\$107,072
Property Services	\$211,546
Salaries & Allowances <sup>4</sup>	\$352,813
Support Services	\$137,508
Trading & Fundraising	\$62,290
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$38,483
<b>Total Operating Expenditure</b>	<b>\$5,130,213</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$2,146</b>
<b>Asset Acquisitions</b>	<b>\$105,230</b>

- (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 01 Mar 2021 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 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,009,283
Official Account	\$68,447
Other Accounts	\$32,792
<b>Total Funds Available</b>	<b>\$1,110,523</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$156,086
Other Recurrent Expenditure	\$123
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$15,442
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$90,270
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$261,921</b>

*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.*