

# 2022 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 of the previous calendar year 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 18 May 2023 at 12:31 PM by Mark Colagrande (Principal)

- This 2022 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 30 May 2023 at 10:55 AM by Donald Parton (School Council President)

# How to read the Annual Report

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## 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.

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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

### 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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## 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.

'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 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').

# About Our School

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## School context

Established in 1917, Coburg West Primary School is located in Reynard Street Coburg in the northern suburbs of Melbourne. Since the COVID-19 Global Pandemic began in 2020, we have seen many of our families move away from the Coburg area and as such our school enrolments for the 2022 scholastic year dropped below 500, to 467 students across 21 grades. With 2 percent of students having English as an Additional Language (EAL) and 2 percent identifying as Aboriginal and/or Torres Strait Islander, the population 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.

The school had 34.89 Equivalent Full Time (EFT) staff: 2 EFT Principal Class, 1.7 EFT Leading Teachers, 1.60 EFT Learning Specialists, 1.03 Learning Tutors, 13.46 EFT Classroom Teacher 2 and 11.44 EFT Classroom Teacher 1 teaching staff, with 2.95 EFT Teaching Support Staff and 0.71 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.* A strong, relevant and comprehensive professional learning program for all staff, underpins this Vision.

Following on from our School Review in 2021, the school continued with its focus on the key aspects of literacy, numeracy, and student agency in their learning. Based on the findings of this School Review, the school also made the move away from composite into straight classes in 2022.

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. Two Learning Specialists continued to support teachers in improving the teaching and learning of Science and Digital Technologies across the school. 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 2022, 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, 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.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Following the two years of disruption to teaching and learning programs due to the COVID-19 Global Pandemic, 2022 focused on readjusting back to school life, with particular attention on the welfare of students and staff. Our regular Assessment and Reporting program was continuously reviewed considering this. NAPLAN tests at CWPS were conducted online for the first time in 2022. Regardless of these changes and readjustments through 2022, 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 2022 indicate that 45% of students across grades Prep to 6 are working above expected level in Reading and Viewing, while 22% are working above in Writing and 22% in Speaking & Listening. While in Numeracy 37% of students across grades Prep to 6 are working above expected level in Number & Algebra. With 20% working above expected level in Measurement & Geometry and 18% above expected level in Statistics & Probability. This is a pleasing result considering the readjustments throughout the year.

2022's NAPLAN data supports these Teacher Judgements with our grade three students demonstrating 76% working in the Top 2 Bands for Reading, 48% working in Top 2 Bands for Numeracy and 60% working in the Top 2 Bands for Writing. While the grade five students demonstrate that 68% in the Top 2 Bands for Reading, 41% in the Top 2 Bands for Number and 51% in the Top 2 Bands for Writing. Overall, these are our highest NAPLAN levels over the past five years.

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. Staff continue to explore and utilise online resources for content delivery and assessment, consequently developing new ways of differentiating for students. The school continued to monitor parent feedback, to support students in their return to school following two years of Remote and Flexible Learning. Ongoing professional learning at the whole school, team and individual level continues to be a critical component in ensuring school effectiveness.

## Wellbeing

With the return to regular school life, students in Grades 4 to 6 were able to complete the Attitudes to School Survey. The 2022 data indicates our students responded below similar schools in the areas relating to their Sense of Connectedness and the Management of Bullying.

Also in 2022, 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 which became the focus of the PLC Inquiry in Term 4.

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. Following the delays caused by the COVID-19 extended lockdowns, 2022 saw our Student Wellbeing Working Party working heavily with staff and students to catch up on the full implementation of the SWPBs Program. An Acknowledgement System was established to celebrate students demonstrating our Values with positives behaviours.

Wellbeing is further enhanced through our Student Leadership, SRC, 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. The return to regular schooling also saw the return to regular whole school assemblies, allowing us to reunite as a school and celebrate student learning and continue to build a positive culture across the school.

## Engagement

In 2022, our student attendance data moved just below (by half a point) that of similar schools and across the school we averaged a 90% 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 2022, there continued to be a strong focus on student engagement, with the return to regular schooling this year, staff focussed on maintaining students' engagement in their learning and encouraging participation/attendance across the school P-6.

Our comprehensive and informative orientation program for new Prep students also returned to face-to-face formats in 2022. This proved to be reassuring for new families and beneficial for the new students. A strong focus on year-to-year transitions within the school was 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 and following the heavy impact of COVID related lockdowns and restrictions throughout the previous two years, they managed to run a number of highly successful community events throughout 2022, raising additional funds for our school.

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

## Other highlights from the school year

With our return to face to face learning in 2022 students were able to attend excursions, incursions and camps. With thanks to the Positive Starts Funding Initiative, our grade five students were able to attend a three day camp.

The Community Group were able to hold a number of social and fundraising events which helped rebuild our community engagement amongst families in our school, these included the Chill & Grill and Twilight Market.

We were able to return to whole school assemblies and celebrations such as; Book Week Parade, Story In A Bag Challenge and Pyjama Day fundraiser.

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## Financial performance

Coburg West Primary School worked toward maintaining a sound financial position throughout 2022, by managing its finances in line with DET processes and guidelines. The 2021-2024 School Strategic Plan, along with the 2022 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 \$298,423. This result is impacted by a number of factors such as a staffing deficit of \$282,397 along with increases in school local payroll and decreases in revenue from OSHC, Canteen, Hall Hire, Voluntary Contributions and fundraising activities. Despite the continued economic impact that the COVID-19 Pandemic had on families in 2022, the community did support the school with generous contributions to fundraising activities and donations to both the Building Fund and Library Fund. By the year's end, the overall Financial Position indicates a balance of \$349,255.

In 2022, 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](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 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 467 students were enrolled at this school in 2022, 239 female and 228 male.

2 percent of students had English as an additional language and 2 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).

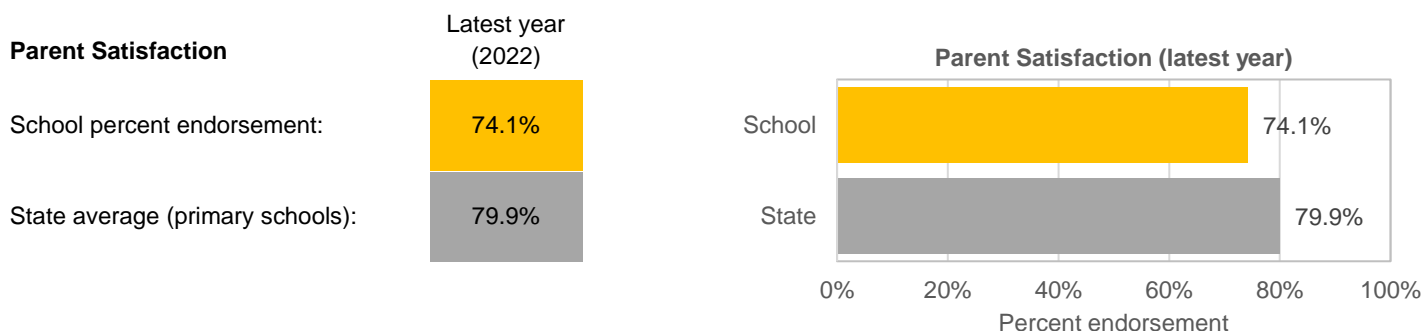
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The 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.

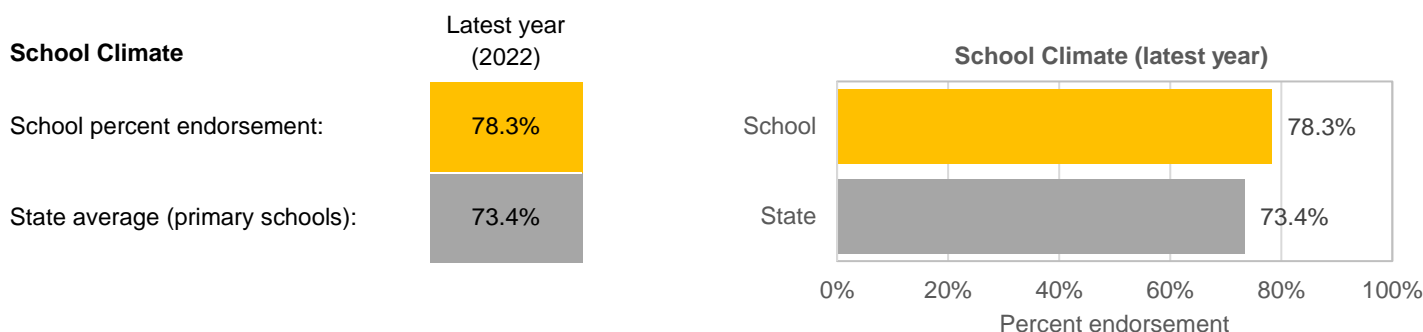


### School Staff Survey

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.



## 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

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

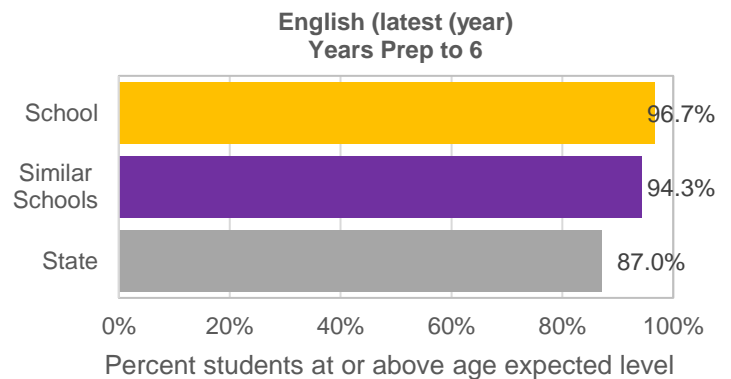
96.7%

Similar Schools average:

94.3%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

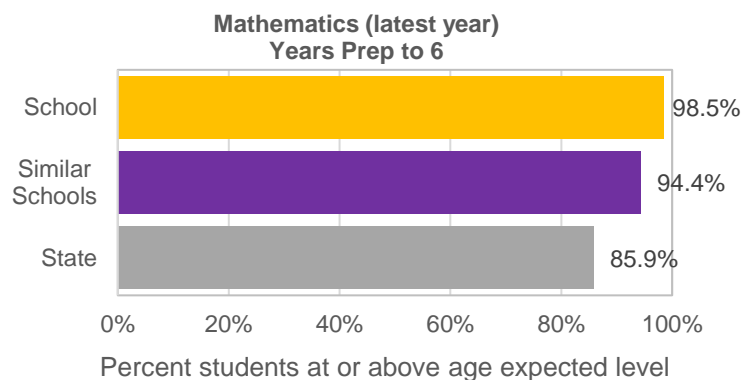
98.5%

Similar Schools average:

94.4%

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.

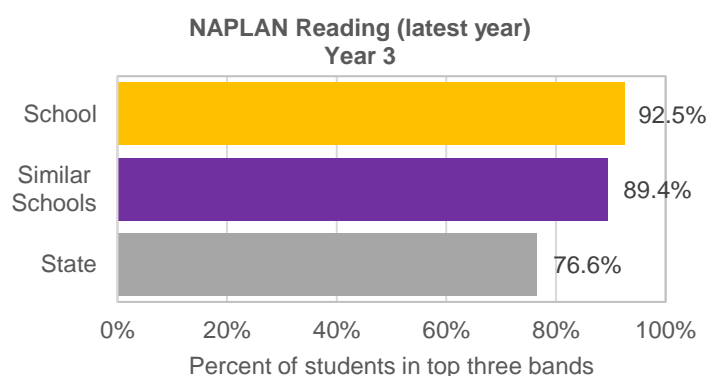
### NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

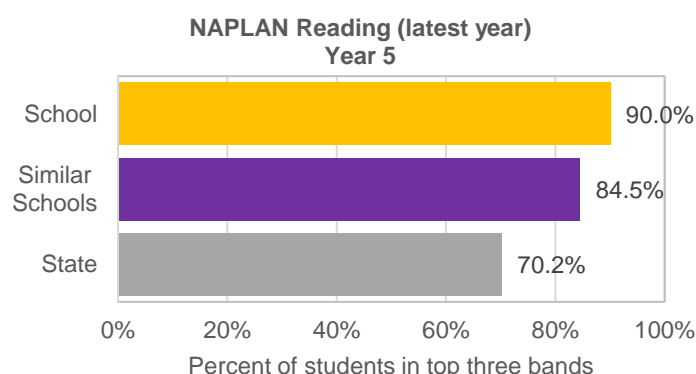
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	92.5%	86.7%
Similar Schools average:	89.4%	89.1%
State average:	76.6%	76.6%



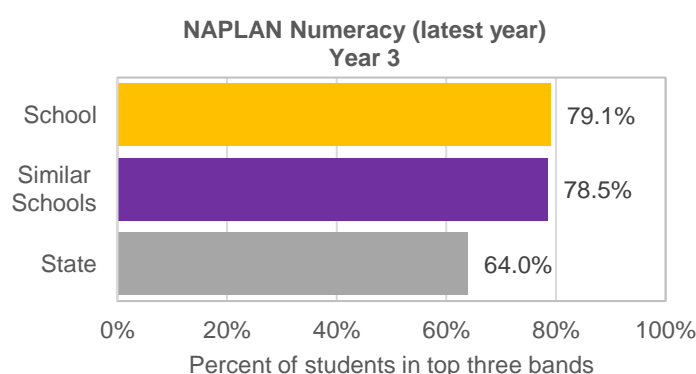
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.0%	82.8%
Similar Schools average:	84.5%	84.2%
State average:	70.2%	69.5%



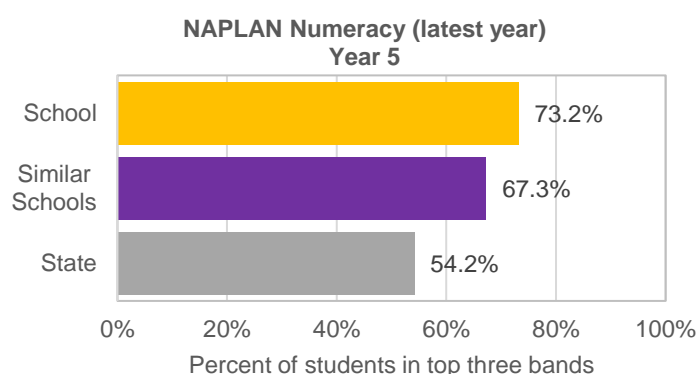
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.1%	77.7%
Similar Schools average:	78.5%	81.5%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.2%	71.9%
Similar Schools average:	67.3%	73.4%
State average:	54.2%	58.8%



## WELLBEING

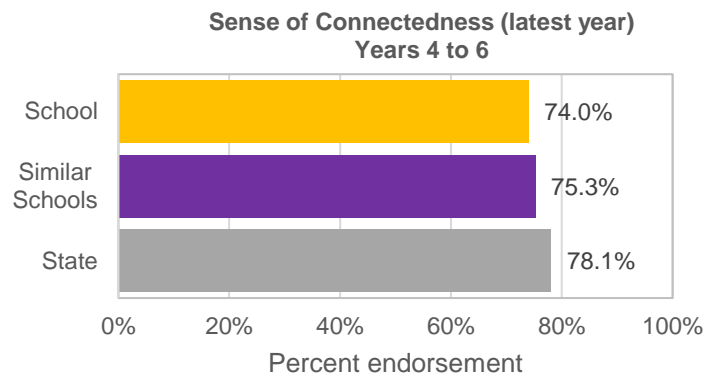
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	74.0%	72.7%
Similar Schools average:	75.3%	76.9%
State average:	78.1%	79.5%

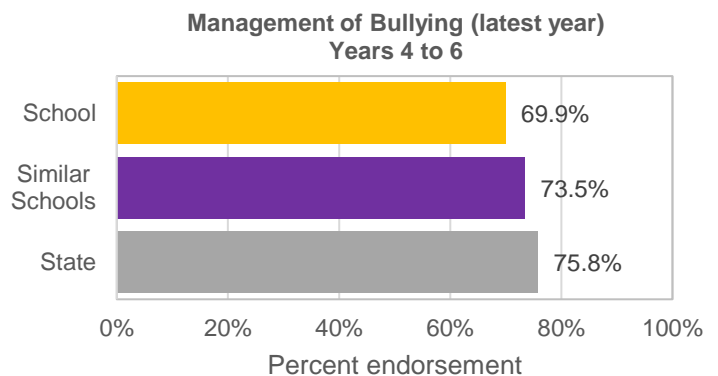


### Student Attitudes to School – Management of Bullying

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).

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	69.9%	68.3%
Similar Schools average:	73.5%	76.1%
State average:	75.8%	78.3%



## ENGAGEMENT

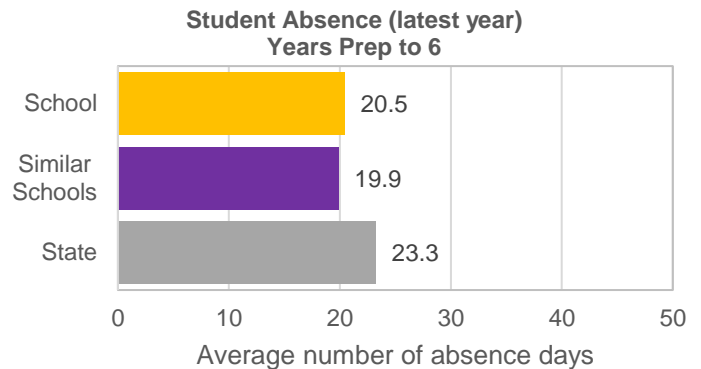
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2022)	4-year average
School average number of absence days:	20.5	13.2
Similar Schools average:	19.9	13.2
State average:	23.3	17.0



### 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 (2022):	90%	91%	90%	90%	89%	89%	88%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,680,731
Government Provided DET Grants	\$290,314
Government Grants Commonwealth	\$281,399
Government Grants State	\$0
Revenue Other	\$18,478
Locally Raised Funds	\$1,047,142
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,318,063</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$14,101
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$14,101</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,963,128
Adjustments	\$0
Books & Publications	\$14,584
Camps/Excursions/Activities	\$171,687
Communication Costs	\$1,982
Consumables	\$139,833
Miscellaneous Expense <sup>3</sup>	\$20,081
Professional Development	\$17,792
Equipment/Maintenance/Hire	\$90,579
Property Services	\$181,773
Salaries & Allowances <sup>4</sup>	\$636,733
Support Services	\$154,790
Trading & Fundraising	\$177,468
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$46,055
<b>Total Operating Expenditure</b>	<b>\$5,616,486</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$298,423)</b>
<b>Asset Acquisitions</b>	<b>\$0</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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$654,942
Official Account	\$88,559
Other Accounts	\$33,779
<b>Total Funds Available</b>	<b>\$777,280</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$247,194
Other Recurrent Expenditure	(\$179)
Provision Accounts	\$0
Funds Received in Advance	\$17,687
School Based Programs	\$14,235
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$9,676
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$22,953
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$37,689
<b>Total Financial Commitments</b>	<b>\$349,255</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.*