

2015 Annual Report to the School Community

Coburg Primary School

School Number: 484



Name of School Principal: Jane Hancock

Name of School Council President: Nick Verginis

Date of Endorsement: 26/4/16

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.



Education
and Training

Coburg Primary School

About Our School

School Context

Coburg Primary School is located on two sites in the heart of Coburg. The Junior Campus is on the south side of Bell Street and the Senior Campus is on the north side of Bell Street. The Junior campus provides a unique early learning opportunity for students in Foundation, Year 1 and 2, whilst the Senior Campus accommodates Years 3-6. The school is experiencing a growth in enrolments and will continue to do so over the next year. The enrolment at the February census was 247. Both campuses provide a safe and friendly learning environment for the students and a curriculum which fosters curiosity and powerful learning.

The staff comprises of a principal, two part time assistant principals, a leading teacher and generalist classroom teachers as well as two part time Language teachers, one music teacher full time, and a part time visual arts and English as an additional language teacher, overall a total of 26 staff including 6 education support staff. The staff is a mix of graduates to experienced teachers. The school has a diverse population that includes 27 languages other than English including 10 full fee paying students.

The school outsourced the Before and After School Program to OSHclub during the year as the school was unsuccessful in recruiting a suitable coordinator for the role. The school has a TRY kindergarten onsite.

The school has embarked on a partnership with the Powerful Learning and Teaching project which incorporates a partnership with Victoria University Network. The leadership team attended two full day training sessions and a half day during 2015. The aim of the project is to:

- improve student outcomes and develop student learning skills,
- Improve the quality of teaching by strengthening and expanding the repertoire of teachers with all teachers familiar with and able to deploy the **ten theories of action** and at least **three models of practice**,
- Reduce variability in teaching through the implementation of school improvement teams, teacher planning teams, peer observation, new operating structures and the effective use of data and research.

During 2016 the school will build partnerships with local schools through the Victorian University component of the project, along with building a partnership with one or more schools to implement action research teams on the Theories of Action.

Coburg Primary School has currently 11 students on the Programs for Students with Disabilities, enrolments in this area continue to grow.

Achievement

Over the past year we have made a number of improvements to our school wide practices that have impacted positively on student achievement. One notable change has been increasing the collaborative practice of the teachers working in Professional Learning Teams so that they have weekly designated time to plan together. In these teams teachers also began, for the first time, to look at student achievement data diagnostically and to use this data to drive their curriculum planning and design.

A school data base Grade Expert, was introduced this year as a way of storing, collating and tracking student learning data. This is used to identify the specific learning needs of individual students and cohorts of students and for the purpose of assessment and reporting.

An introduction to Powerful Learning and the six well considered theories of action were introduced to all staff. The initial focus was on 'Learning Intentions' and staff have developed their knowledge around these. It is now expected teacher practice for learning intentions to be clearly stated and clearly visible within the classroom during learning times. Staff have a deeper understanding of the critical role these play on improving student outcomes as they provide students with both purpose and meaning for the learning.

Our 2015 NAPLAN data shows that 100% of our students improved two years or more in reading between grades 3 and 5, this is a significant achievement. Likewise our writing shows that 90% of the same cohort showed learning growth of two years or more in writing and more than 80% of the same cohort showed

similar high growth in spelling and grammar. During 2015 the school developed a Foundation to Year 6 reading model incorporating the elements of independent reading, explicit teaching, guided practice and independent practice.

Our Numeracy data had 59% of students demonstrating expected or above expected growth for the same two year period. This strongly supports our school's decision to put Mathematics at the forefront of teacher professional development and to direct more school funding and resources into developing this critical part of the curriculum. The school is now fully committed to improving teacher capacity around how to best teach mathematics and we look forward to seeing better results from our students next year. On 2016 the school will develop a whole school lesson model to teaching mathematics consistent with the reading model.

Engagement

The level of student engagement has improved over the last year with school comparison at a similar level. A number of programs were introduced over the year to provide students with a greater voice in learning. Student forums, School Captains, Junior School Council were implemented to provide stronger learning feedback mechanisms.

Children are actively engaged in curriculum, as well as in extra-curricular options at school.

The Student Attitudes to School Survey data in relationships is around the state mean for most variables in Year 5 and Year 6.

The school connectedness data is at or around the state mean.

The Attitudes to Schooling Survey data on teaching and learning data in years 5 and 6 is at or about the state mean.

Student absence data is around the state means at every year level. The school has implemented tighter processes for lateness and procedures for absence notification by parents and recording by teachers.

The school has implemented over the year parent forums, information nights and encouraged parent helpers into the school to assist in classrooms. Parents are encouraged to participate in their child's learning.

Wellbeing

Wellbeing data for the school is at satisfactory levels. This year Bully Busters was delivered and consistent processes and approaches were implemented school wide. In grades 5 and 6 Reach Rookies was also implemented to provide students with strategies to combat distress and increase morale and build self-esteem. Students are well behaved at Coburg PS and there are set expectations and agreements across the school.

The environment is stimulating, attractive, safe and orderly and children enjoy coming to school. Staff are seen as positive role models of relationships, actions and behaviour.

The Student Attitudes to School Survey data in Years 5 and 6 indicates wellbeing data is generally at or above about state and regional means.

After community consultation new school values were introduced this year along with school wide Behaviour Management guidelines with all staff utilising the agreed strategies including circle time and restorative practices.

Productivity

The performance indicators show that the school effectively identifies and manages resources to improve student outcomes.

Evidence of this include:

- A distributed leadership model consisting of two part time assistant principals and a newly appointed leading teacher along with dedicated educational team leaders.
- Dedicated school based training opportunities for leaders to develop action plans for school improvement.
- Investment in the Myer project allowing for leaders and staff to build their capacity and understanding in powerful learning and curiosity.
- Improved administrative processes and re allocation and refurbishing of work spaces.

- Dedicated weekly professional learning sessions for all staff.
- Dedicated peer observation processes across for teaching staff.
- Completion of the senior school playground and some minor improvements on both campuses to improve grounds.
- Surplus in the credit budget to allow for the appointment of a leading teacher and maintaining professional learning for leaders across the year and a cash budget which allowed for the maintenance of urgent works across the year.

The school has challenges in maintaining the up keep of the heritage buildings and during 2016 spent funds on plumbing, roof leaks, heating and cooling. The school council outsourced the before and after school care program during the year and this will have effects on the schools revenue opportunities in the future. As the school is experiencing growth money was expended in 2015 to refurbish two classrooms and relocate the art room.

For more detailed information regarding our school please visit our website at
<http://www>

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 246 students were enrolled at this school in 2015, 117 female and 129 male. There were 21% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

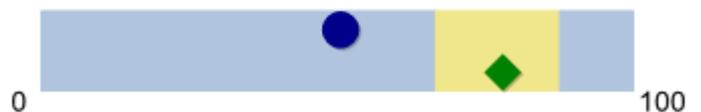
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Lower</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

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

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>75%</td> <td>25%</td> <td></td> </tr> <tr> <td>Numeracy</td> <td>42%</td> <td>42%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>10%</td> <td>60%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>45%</td> <td>36%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>55%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	75%	25%		Numeracy	42%	42%	17%	Writing	10%	60%	30%	Spelling	18%	45%	36%	Grammar and Punctuation	18%	55%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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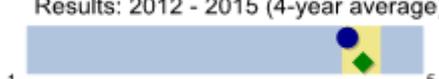
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1034 920"> <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>91 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	93 %	93 %	94 %	94 %	91 %	91 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	93 %	93 %	94 %	94 %	91 %	91 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

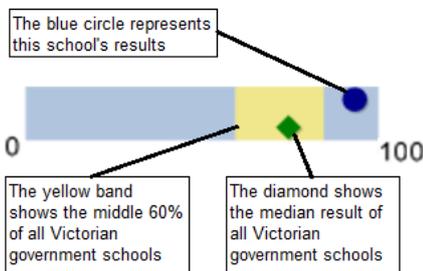
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

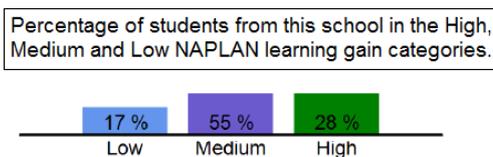
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

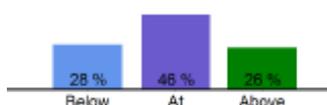


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$1,709,348
Government Provided DET Grants	\$324,999
Government Grants Commonwealth	\$26,472
Revenue Other	\$6,558
Locally Raised Funds	\$248,218
Total Operating Revenue	\$2,315,596

Funds Available	Actual
High Yield Investment Account	\$71,704
Official Account	\$7,171
Other Accounts	\$59,640
Total Funds Available	\$138,515

Expenditure	
Student Resource Package	\$1,631,262
Books & Publications	\$12,007
Communication Costs	\$7,488
Consumables	\$34,499
Miscellaneous Expense	\$99,041
Professional Development	\$19,347
Property and Equipment Services	\$209,244
Salaries & Allowances	\$217,244
Trading & Fundraising	\$34,895
Utilities	\$28,530
Total Operating Expenditure	\$2,293,558

Financial Commitments	
Operating Reserve	\$95,100
Capital - Buildings/Grounds incl SMS<12 months	\$11,092
Revenue Received in Advance	\$32,323
Total Financial Commitments	\$138,515

Net Operating Surplus/-Deficit **\$22,038**

Asset Acquisitions **\$0**

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

Operating reserve and buildings and grounds amount set by DET, Revenue received in advance is 2016 parent payments. During 2015 the school spent considerable funds on buildings and grounds, new school playground and urgent works. Fundraising will become more important in the future to continue to make school improvements.