

2014 Annual Report to the School Community

Coburg Primary School

School Number: 484



Name of School Principal:

Jane Hancock

Name of School Council President:

Rob Ferguson

Date of Endorsement: 25th March 2015

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 2014.

About Our School

School Context

Coburg Primary is located on two sites in the commercial centre of Coburg. The junior school occupies the site south of Bell Street and the middle and upper schools on the north side of Bell St. This arrangement has both benefits and disadvantages for the school through providing a unique early learning environment and culture however; it does introduce a transition point not evident at most schools. The school provides a safe and friendly learning environment, where the strengths and weaknesses of individual students are known and taken into account in designing school programs and implementing pedagogical approaches.

The staff comprises of a principal, an assistant principal, a leading teacher and a diverse staff of 20 overall, including 3 education support staff. The staff has a good balance of experience, youth and skill. There has been significant change in the leadership with the appointment of a new principal in June 2014. The school has strong community support and all family members have the opportunity to be involved in school activities and programs.

The total school population of 218 includes a number of International fee paying students. Our students come from diverse backgrounds with the School Family Occupation (SFO) density of 0.50. The socioeconomic status of the school's population has declined from 2009 to 2013. There are some significant educational challenges for many families and therefore teachers and the school.

Coburg Primary School currently has 8 students on the Program for Students with Disabilities. Enrolments are growing and this has been a trend over the last couple of years.

Through a process of consultation with our school community we have five new school values these are: Honesty, Learning, Resilience, Teamwork, Respect.

Achievement

The school has implemented a range of change practices over the last year. There is a strong desire to move the school to the next level of achievement.

A culture of collegiality and professionalism is strong at Coburg Primary. Professional learning teams have been established at all levels. The staff are beginning to develop the use of evidence and data to inform planning for student learning. Teachers have raised expectations of student learning and continue to target the students who require additional learning support. There have been major achievements in building the capacity of the teams, this remains a work in progress, as there is still a degree of variability within teams. Continuing to build a culture of accountability with challenging goals and effective feedback for students and teachers is a priority.

NAPLAN results have been above state means in all domains over the last year this has been a pattern for the last few years. Learning gain between Year 3 and Year 5 has been at relatively high levels. AusVELS and VELS results show close correlation to NAPLAN. Student achievement at the highest levels Band 5 and 6 has been growing over the last three years. This needs to be supported and developed over the next year.

The next period will see the school take on the challenge of continuing to improve student learning, so that all students experience strong growth in literacy and numeracy. This means that every teacher must know the achievement levels of every student in literacy and numeracy, so that they can plan and implement the next level of learning. Leadership and professional learning teams will continue to be critical in this work to support the professional learning of every team and teacher. Further refinement in areas such as the use of assessment data to differentiate and personalise learning particularly for higher achieving students and continued development of the application of ICT resources to support learning are areas for future focus.

Engagement

The level of student engagement has fallen over the last year but remains at satisfactory levels. Greater use of student voice in learning and stronger learning feedback mechanisms is required.

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

The Student Attitudes to School Survey data in relationships have been declining over the review period, however it has been around the state mean for most variables in Year 5 and Year 6 except classroom behaviour.

The school connectedness data has declined over the last year

The Attitudes to Schooling Survey data on teaching and learning data in years 5 and 6 showed decline over the year but remained at or about the state mean.

Student absence data has remained around the state means at every year level. There is still work to be done on unexplained absences. The school needs to continue to work with families to improve attendance and lateness.

Further work is needed to ensure that parent engagement is strengthened across the school as a viable support to learning.

Wellbeing

Well-being data for the school is at satisfactory levels however, the evidence suggests further work to ensure consistent approaches are implemented across the school.

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 that there has generally been a downward trend of all variables however they remain at or above about state and regional means.

A stronger emphasis on bringing the school values to life, together with an emphasis on all staff utilising the agreed strategies of circle time and restorative practices will be the focus in the coming year.

Investigation of programs to build self-esteem will be explored in 2015.

Productivity

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

Evidence of this include:

- An effective distributed leadership model, which builds commitment and values the input of all.
- Investment in developing the leadership skills of those teachers with leadership aspirations
- Continuing commitment to an improvement agenda based in lifting student learning outcomes
- Well planned use of meeting times to maximize staff Performance and Development opportunities
- The school makes excellent use of its cash and credit budgets to make resources available to the students currently at the school and does not hold large reserves.

The school has operated a deficit over the last year and is using strategies to overcome the deficit.

The school has many challenges in maintaining the heritage buildings and would benefit from major maintenance and redevelopment.

For more detailed information regarding our school please visit our website at
<http://www.coburgps.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 218 students were enrolled at this school in 2014, 110 female and 108 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



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 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

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>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Similar</p> <p> Similar</p> <p> Higher</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:
Result for this school: Median of all Victorian government schools: ◆

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" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>50%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>44%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>6%</td> <td>35%</td> <td>59%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>53%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>35%</td> <td>53%</td> <td>12%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	50%	31%	Numeracy	25%	44%	31%	Writing	6%	35%	59%	Spelling	24%	53%	24%	Grammar and Punctuation	35%	53%	12%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1045 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>92 %</td> <td>94 %</td> <td>87 %</td> <td>92 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	93 %	92 %	94 %	87 %	92 %	89 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

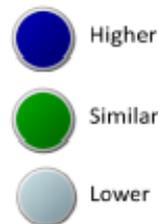
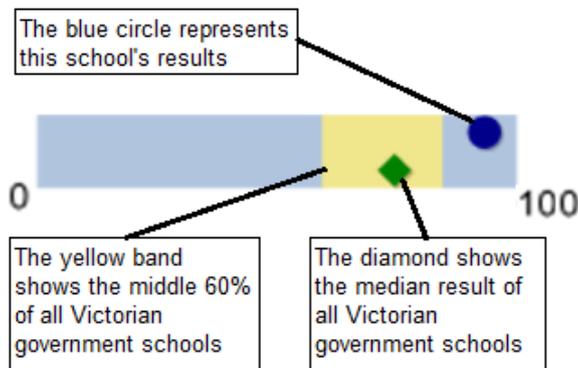
What are student outcomes?

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.



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.

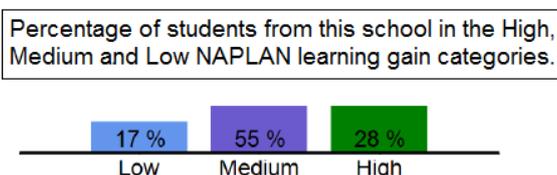
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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.

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'.



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.

