

# 2021 Annual Report to The School Community



**School Name: Coburg Primary School (0484)**



- 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 2021 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 28 April 2022 at 01:40 PM by Matthew Kerby (Principal)

- This 2021 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 29 April 2022 at 02:59 PM by Jacob Kantor (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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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).

### 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

## 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

Coburg Primary School is a government Foundation (Prep) to Year 6 school based across two heritage listed campuses in the inner northern Victorian suburb of Coburg, approximately 10 kilometres from the Melbourne central business district. The Junior campus (Foundation and Year 1) is on the south side of Bell Street and the Senior campus (Year 2 to Year 6) is on the north side of Bell Street. Classrooms on the Junior campus are clustered around an internal school hall and there is a facility for an out of school hours care program (OSHClub) on site. The Senior campus is a two-story building housing the administration wing, 10 classrooms and spaces for visual arts, music, library and a hall space. The grounds of both campuses provide playground equipment and grassed and synthetic surfaces for active and creative play as well as seating and shaded areas for passive activities. On the Senior campus there is also a kitchen, vegetable garden and chicken enclosure.

The enrolment at the 2021 census was 299 students. Families came from a range of cultural backgrounds and 15% of the student population were from homes where English is an additional language (EAL) and 2% were Aboriginal or Torres Strait Islander. The school has a program for students with disabilities (PSD) and received equity funding for 40 students.

The staffing profile in 2021 consisted of 14.5 equivalent full-time teachers with a Principal, Assistant Principal, Learning Specialist, Leading Teacher and 7 full-time equivalent Education Support Staff. Working alongside our dedicated staff, are our Allied Health professionals, which include, but are not limited to, Speech Pathologists and a Psychologist. The support of these staff enable us to provide a happy and engaging learning environment whereby students are encouraged to develop their social competencies, resilience and self-esteem. The organizational structure will remain the same in 2022.

The school follows the Victorian Curriculum and in 2021 had specialist classes in Visual Arts, Music, PE and AUSLAN. Programs and special events cater for the performing arts, health and physical education, a kitchen garden program, composting and chickens, developmental play (Curiosity Capers) at Foundation and Year 1 and an electives program for Years 5 and 6. A range of wellbeing programs and networking partnerships support students and families. The AUSLAN program and Physical Education programs enriched the learning opportunities for the students and our community.

The 2021 school year was unique for the community due to the impact of COVID-19 and associated government lockdowns and restrictions. The majority of learning in Term 2 and 3 was conducted online and staff were supported with significant professional development to maintain continuity and rigor of learning in the online environment.

Throughout the year the school continued to deepen its understanding of Professional Learning Communities (PLC) to improve outcomes in literacy and numeracy. Staff across the school were provided with opportunities to attend Professional Learning through numerous programs offered online by the Department of Education and Training.

Student Voice and Agency remained important to the school improvement with Learning Leaders, School Captains, Arts Captains, Eco Warriors, Junior School Council and Sports Captains forming part of the student leadership profile.

The school continued celebrating community events both online and at school where possible. This included events such as Harmony Week, Education Week, 100 Days of School, Book Week and Coburg's Got Talent. Parents attended events when government restrictions allowed. A highlight for the school community during the weeks in lockdown was attending weekly online assemblies where the week was celebrated. Returning to school in Term 4 was a great celebration for the community after spending most of Terms 2 and 3 in Remote and Flexible Learning.

The school council will embark on developing a master plan with a staged response to improve grounds on both the junior and senior side, this will be supported by fundraising efforts. In 2022 the school will continue to work deeply on the reading, writing and number teaching approaches through the professional learning communities.

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## Framework for Improving Student Outcomes (FISO)

In 2021, the school focused on the FISO area of Building Practice Excellence. The school used the Professional Learning Communities (PLC) model to deliver professional learning and build the capacity of staff through collaborative discussions. PLCs were continued as a model to improve teaching and learning with teachers to ensure they address the three big areas of:

1. Ensuring a focus on learning
2. A collaborative and collective responsibility for student outcomes
3. A focus on results and student outcomes

The introduction of peer observations into the PLC during remote learning provided teachers the opportunity to give and receive targeted feedback linked in with the cycle of inquiry. The whole school had a focus on writing for PLC in terms 3 and 4 with teachers building their practice in the teaching of writing, focused on the writing traits of Word Choice and Ideas.

PLC facilitators increased their capacity through fortnightly meetings with leadership and attending professional learning sessions, as well as hosting a curriculum day focused on developing and implementing school wide norms. School wide growth was demonstrated as a result of the continued work on improving the PLC process.

Numeracy and Literacy coaching was performed face-to-face in Terms 1 and 2, and literacy coaching continued during Remote and Flexible Learning in Terms 3 and 4. Literacy coaching focused on Guided Reading and involved lesson observations and co-teaching, providing professional learning and attending PLC meetings. Numeracy coaching involved classroom observations and professional learning focusing on student misconceptions in number. The State-Wide Tutor Learning Initiative was introduced to all schools in Victoria. Coburg Primary School strategically allocated an experienced teacher to the role. Our tutor ran a one-on-one program during periods of remote learning to engage those students at-risk of further disengagement.

The challenges faced in 2021 were met with great professionalism, resilience and high levels of skill by our teachers. This was acknowledged through the many expressions of support from our school community.

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## Achievement

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. The disrupted nature of the year had some impact on school goals and targets. Our students performed above the state for top three band Year 5 achievement according to the National Assessment Program – Literacy and Numeracy (NAPLAN).

The percentage of students in the top 3 bands of testing in Year 5 Naplan Reading was 75.8%.

This was above the state average of 70.4%

The percentage of students in the top 3 bands of testing in Year 5 Numeracy was 66.7%.

This was above the state average of 61.6%

During 2021, Coburg Primary School continued focusing on building our understanding of Professional Learning Communities. Staff collaborated in year level teams to develop explicit lessons in literacy and number to scaffold and extend all students. Individual student data informed these lessons and teacher professional learning. Staff modified teaching, learning and assessment practices throughout the year to respond to student needs as required. This included throughout Remote and Flexible Learning periods when maintaining an understanding of student learning needs was most important. Staff continually assessed their impact during Remote Learning and made adjustments to ensure continual improvements in learning.

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## Engagement

Our school attendance data for 2021 was higher than the Similar Schools average. The school average number of absence days was 10.4 compared with 12.5 for similar schools and 14.7 across the state. The school attendance officer worked with families of students identified as at-risk of attendance issues. This was particularly important upon the return to school after periods of remote learning with families concerned about the spread of Covid.

During periods of remote and flexible learning teachers focused on maintaining student engagement when completing literacy and numeracy lessons delivered online each day. This included acting on feedback from peers, students and parents to adapt the delivery and content of lessons as required to increase student engagement and maintain high learning expectations. Through our PLCs in 2022, teachers will continue to focus on engagement, with a particular focus on student engagement in mathematics.

Despite being in Remote Learning for much of 2021, it was pleasing to see that Parent and Community Engagement was 79% positive - above the average of 'similar schools' (75%). 87% of families surveyed felt positively about the communication from the school – an important element during an interrupted year where students were learning from home.

In 2021 student voice and leadership opportunities continued to promote student engagement. Student school leaders assumed responsibility for a number of areas across the school such as Junior School Council, school leadership groups, (arts captains, sports captains, eco-warriors), school captains coordinating assemblies and Learning Leaders from Years 2-6 meeting weekly with the Principal and Vice Principal. Our learning hotspots in each cohort continued to promote engagement across the school in 2021 – Curiosity in Foundation and Year 1, Chickens in Year 2, Kitchen Garden in Years 3/4 and Electives in Years 5/6. While these hotspots were interrupted during periods of remote learning, the programs were particularly important for student engagement upon the return to school. Student voice and agency will continue to be an area of focus for the school.

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## Wellbeing

Wellbeing was a major focus for staff, students and families during 2021 with the rise of COVID-19 resulting in numerous and long periods of remote and flexible learning throughout the year. The Remote and Flexible learning program devised at a whole school level sought to achieve the balance of prioritising wellbeing and connections (between students and teachers) while continuing to support student learning.

Staff closely monitored student wellbeing through weekly online student surveys focusing on mental health. This included students completing self-assessment check-ins using the Zones of Regulation as a scaffold. Teachers responded to student results through adapting learning content, explicitly teaching coping strategies and maintaining regular contact with parents and carers. In doing so, the school built on close relationships with the community to develop and implement strategies to support students and carers to be successful during remote learning periods. At a whole school level the school implemented themes such as gratitude week where they engaged with a local mindfulness teacher to run some online gratitude workshops with the students. Weekly online assemblies during this period were an important time to get the school together and to connect as a community.

When students returned to school in Term 4 after a full term of Remote Learning, supporting student wellbeing and the re-connection of social relationships was a heavy focus. The school made structural changes to support the students social skill building, such as the splitting of lunch-times to decrease the number of students in the yard. Teachers undertook a weekly survey with their students to allow them to gauge student mental health and to find out how their students were feeling about being back at school. This data was collected at a whole school level allowing us to identify trends and supports required.

Throughout the Year the school also sought assistance from Autism Connect, Down Syndrome Australia, Teeth on Wheels, Merri Health, Canine Comprehension and State Schools Relief to develop individual pathways for some students.

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## Finance performance and position

Coburg Primary School is committed to and provides our students with an extensive range of learning programs that supports learning for the 21st Century. The school is resourced to provide educational experiences that support and enhance the learning in the most effective manner. The school has shown due diligence and transparent accounting process to ensure targeted expenditure to optimise our students learning experiences and environment.

Coburg Primary finished 2021 with a total bank balance of \$99,189.50, this comprised funds in advance and fundraising. Funds in advance covers prepaid parent payments, building fund, library fund and credits for activities cancelled due to Covid. The \$22,540 in Equity money was used for numeracy and literacy coaches as per the school plan. Previous years fundraising was spent on renewing library books and home readers and extra playground equipment to welcome students back to face to face learning. Market donations are earmarked for the grounds master plan to rejuvenate the school surrounds.

**For more detailed information regarding our school please visit our website at**  
**[www.coburgps.vic.gov.au](http://www.coburgps.vic.gov.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 299 students were enrolled at this school in 2021, 139 female and 160 male.

15 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).

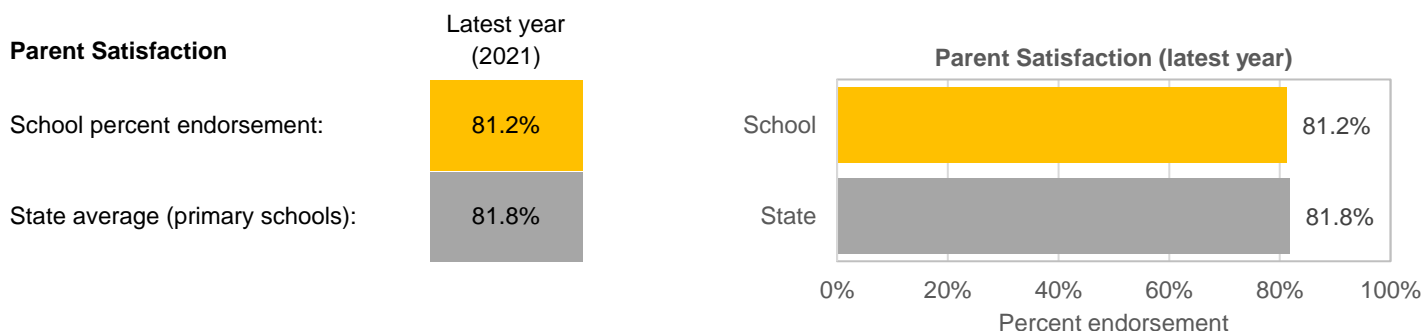
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

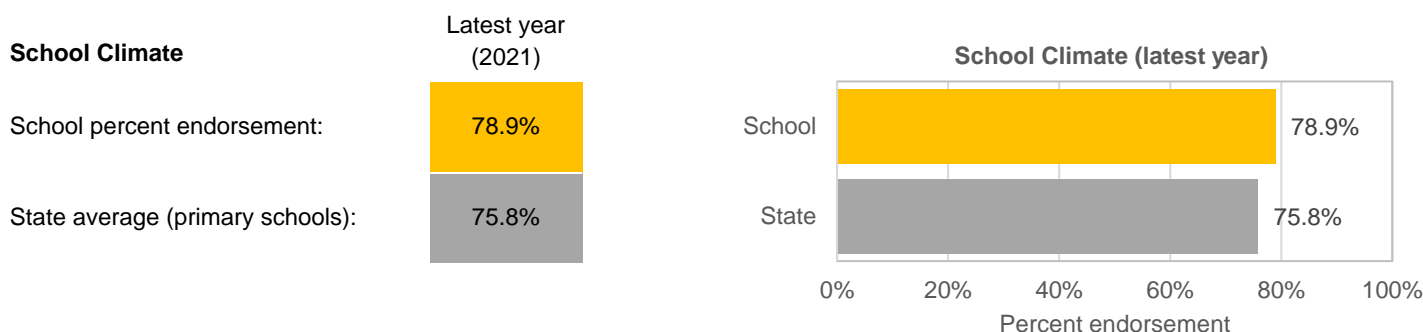


### School Staff Survey

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.





## 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  
(2021)

School percent of students at or above age expected standards:

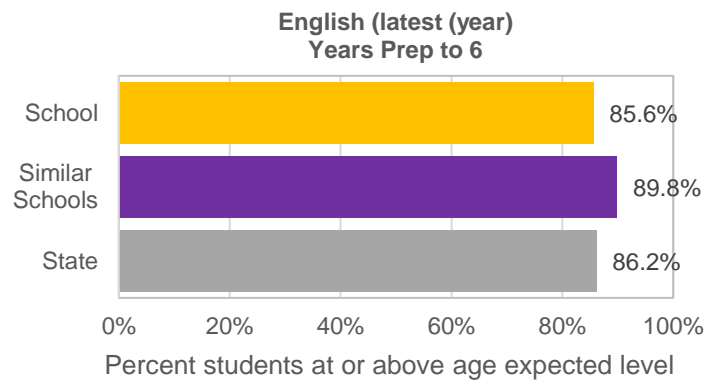
85.6%

Similar Schools average:

89.8%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

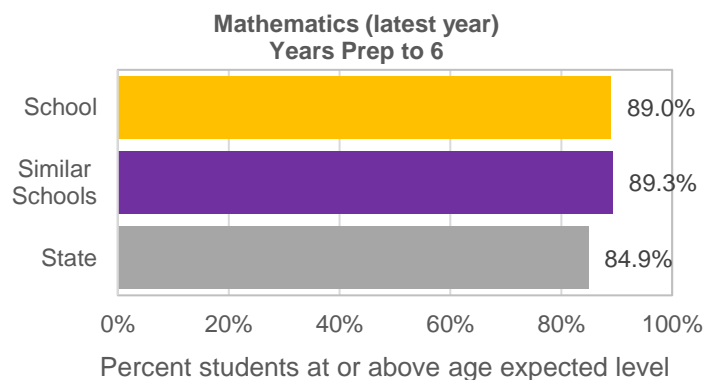
89.0%

Similar Schools average:

89.3%

State average:

84.9%



## ACHIEVEMENT (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.

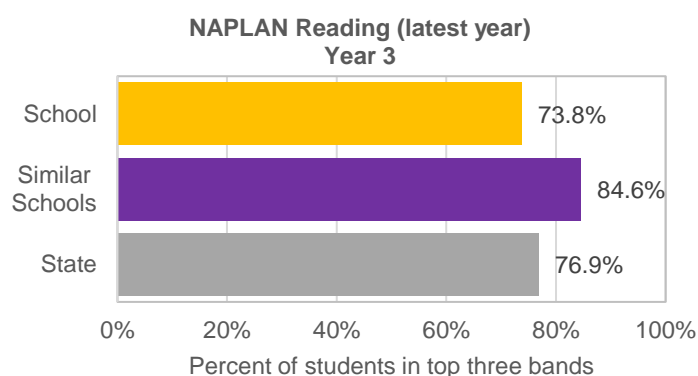
### NAPLAN

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 2018, 2019 and 2021 data.

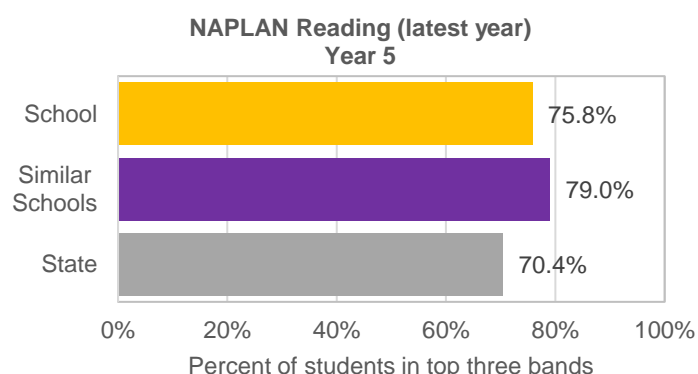
#### Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	73.8%	76.1%
Similar Schools average:	84.6%	83.8%
State average:	76.9%	76.5%



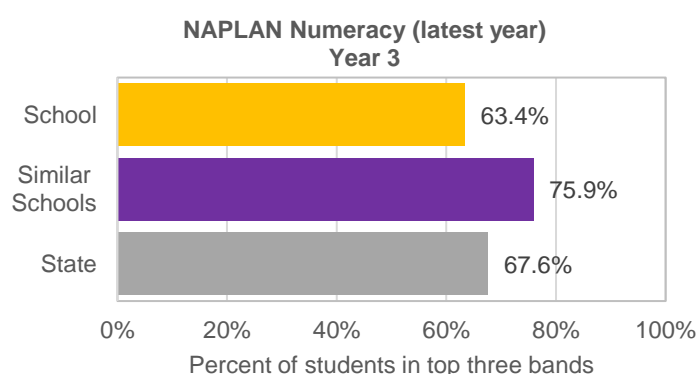
#### Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.8%	71.3%
Similar Schools average:	79.0%	76.1%
State average:	70.4%	67.7%



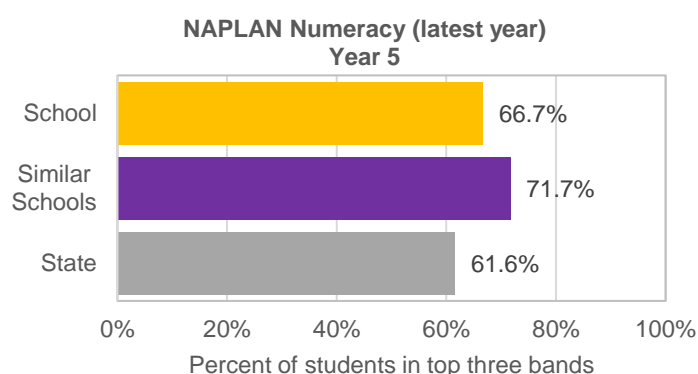
#### Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.4%	66.4%
Similar Schools average:	75.9%	77.0%
State average:	67.6%	69.1%



#### Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	62.1%
Similar Schools average:	71.7%	68.8%
State average:	61.6%	60.0%



## ACHIEVEMENT (continued)

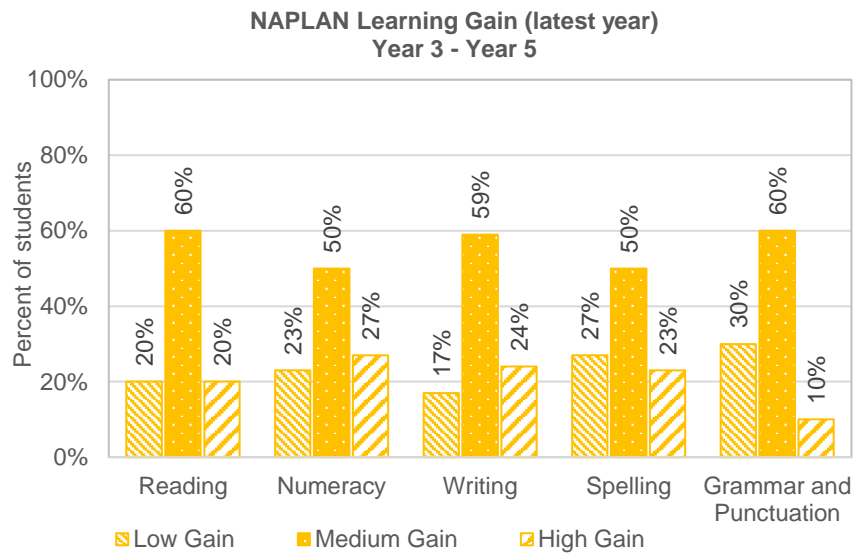
### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

#### Learning Gain

Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	20%	60%	20%	25%
Numeracy:	23%	50%	27%	25%
Writing:	17%	59%	24%	28%
Spelling:	27%	50%	23%	25%
Grammar and Punctuation:	30%	60%	10%	27%



## ENGAGEMENT

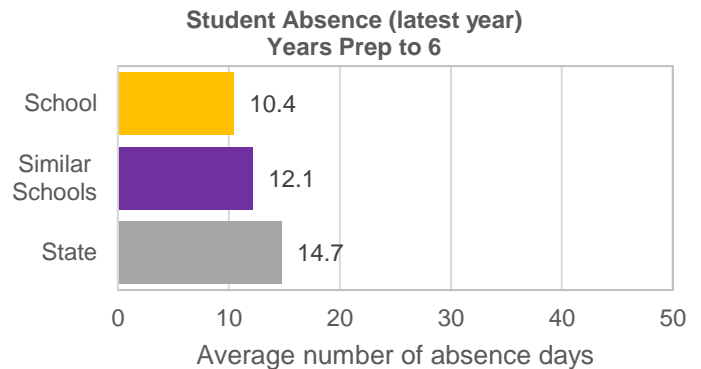
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	10.4	12.5
Similar Schools average:	12.1	13.2
State average:	14.7	15.0



### Attendance Rate (latest year)

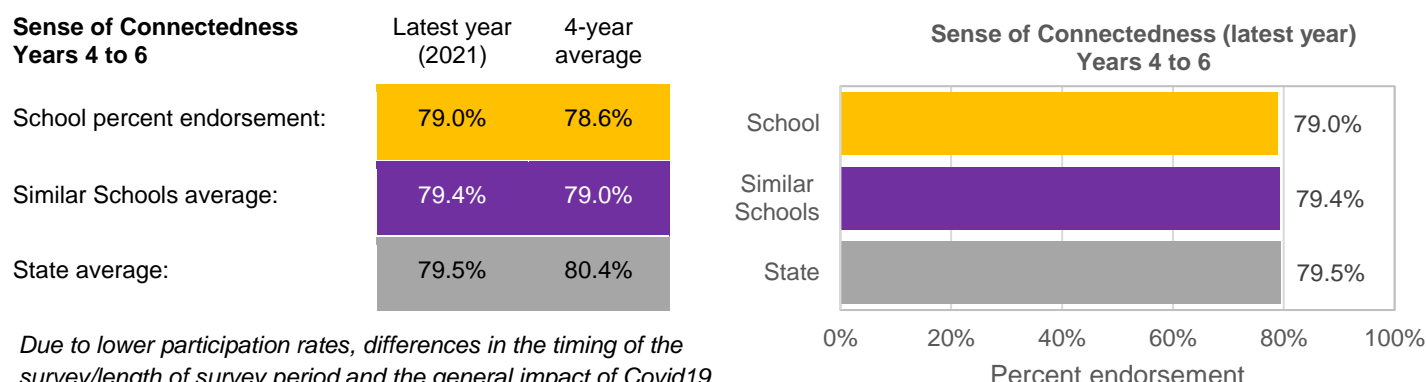
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	94%	95%	94%	95%	97%	95%

## 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

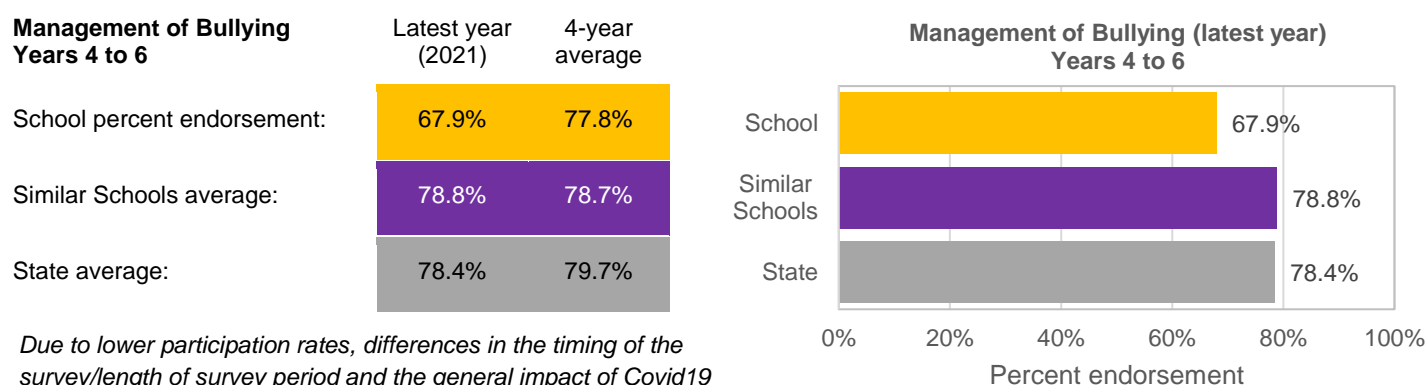
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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).



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$2,780,414
Government Provided DET Grants	\$361,399
Government Grants Commonwealth	\$13,394
Government Grants State	\$0
Revenue Other	\$28,070
Locally Raised Funds	\$196,224
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,379,502</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$44,964
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$44,964</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,679,263
Adjustments	\$0
Books & Publications	\$1,707
Camps/Excursions/Activities	\$20,160
Communication Costs	\$3,580
Consumables	\$85,854
Miscellaneous Expense <sup>3</sup>	\$13,365
Professional Development	\$4,056
Equipment/Maintenance/Hire	\$54,769
Property Services	\$58,549
Salaries & Allowances <sup>4</sup>	\$160,602
Support Services	\$98,683
Trading & Fundraising	\$5,956
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$25,308
<b>Total Operating Expenditure</b>	<b>\$3,211,853</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$167,649</b>
<b>Asset Acquisitions</b>	<b>\$15,241</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 24 Feb 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$57,661
Official Account	\$18,722
Other Accounts	\$22,806
<b>Total Funds Available</b>	<b>\$99,190</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$83,365
Other Recurrent Expenditure	(\$761)
Provision Accounts	\$0
Funds Received in Advance	\$65,415
School Based Programs	\$22,806
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$170,826</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.*