

2016 Annual Report to the School Community



School Name: Coburg West Primary School

School Number: 3941



Name of School Principal:

Mark Colagrande

Name of School Council President:

Sean Powell

Date of Endorsement:

May 2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Coburg West Primary School, established in 1917 is located in Reynard Street Coburg in the northern suburbs of Melbourne. The school enrolment has increased since 1986 from 334 to its current enrolment of 488 students. The population reflects a multicultural community and diverse socio-economic backgrounds.

The school offers a broad curriculum within a secure, attractive and stimulating environment. Specialist programs are offered in Performing Arts, Languages (Greek and Italian), Visual Arts and Physical Education. The staffing profile at Coburg West is 28.6 EFT teaching staff and 5.3 EFT Education Support staff. Other programs offered include student leadership, instrumental music and values programs. The Department of Education's Program for Students with Disabilities is provided for students with identified disabilities.

In 2012, the school gained a new multi-purpose hall and Out of School Hours Care building, which continues to be a valuable community asset. The school's Out of School Hours Care program provides for up to 110 students.

Throughout 2016, the school canteen continued to provide healthy lunches and over counter sales on Wednesdays and Fridays. The canteen has a paid canteen manager supported by parent volunteers.

In 2016, the school continued its focus on key aspects of literacy, numeracy, inquiry, behaviour management and student assessment. Our school community strives to provide a stimulating, tolerant, understanding and sustainable environment, in which all students can reach their full potential. A strong, relevant and comprehensive professional learning program underpins this development.

Framework for Improving Student Outcomes (FISO)

In 2016, the school's Annual Implementation Plan (AIP) was largely based upon the Priorities of *Excellence in Teaching and Learning*, with particular focus on the Initiatives of *Building Practice Excellence*. The 2016 school year also marks the end of the current School Strategic Plan (SSP), resulting in a Peer Review in Term 4. The Review process celebrated the successes of the school in achieving the targets set in the SSP and went on to identify the areas of focus for the next cycle.

The 2017-2020 Strategic Plan will focus on the FISO Priorities of *Excellence in Teaching and Learning*, *Positive Climate for Learning* and *Community Engagement in Learning*. As such, the 2017 Annual Implementation Plan will be based upon the Initiatives of *Building Practice Excellence* and *Building Communities*.

Achievement

The overall performance summary indicates that our school is performing at the expected level for reading and numeracy when compared to similar schools.

NAPLAN Relative Growth in Year 3-5 indicates that in all areas of literacy and numeracy on average, 70% of students achieved high or medium growth in student outcomes. 2016 NAPLAN data indicates the school is performing at or above the state mean in all areas of numeracy, reading, writing, spelling, grammar and punctuation at years 3 and 5. Overall reading results are higher than numeracy results using the school comparison data. This trend also occurs at state level. A robust school wide assessment program compliments NAPLAN data. Student data is analyzed regularly to drive the school's continuous improvement approach to teaching and learning and is utilized by all staff for program planning P-6. Teacher judgements assessed against AusVELS indicate that our students are performing lower than the expected level for similar schools but above the median of all Victorian Government schools.

Our 2013-2016 Strategic Plan, which is under Review in 2016, clearly defined student-learning goals focused on the key aspects of literacy and numeracy. In 2016, our focus on teaching and learning continued to build upon the work already undertaken to ensure our continued path toward the achievement of high quality educational outcomes for all students. Additional assistance for both at risk and extension students was provided in English and Mathematics.

High expectations of all learners and teacher efficacy, combined with a focus on core learning on "what matters most" in numeracy, literacy and curiosity continued to ensure an orderly environment throughout the school. This resulted in consistent classroom practice directly leading to improved student outcomes evidenced in NAPLAN and internal school achievement data. Ongoing professional learning at the whole school, team and individual level continues to be a critical component in ensuring school effectiveness.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



Engagement

The student attendance data was similar to both the state mean and as a four-year trend. A comprehensive and engaging curriculum in literacy, numeracy, inquiry, performing arts, visual arts, Greek and Italian languages and physical education 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. Students have opportunities to work in whole class, small group, partner and individual learning situations. They use a variety of learning approaches and incorporate ICT as a learning tool.

The orientation program for new Foundation students is comprehensive and informative. Children spend time in their new classrooms and have an opportunity to meet their new teacher. Parents/carers are able to meet the teacher to discuss their child and familiarize themselves with school processes and procedures.

There is a strong focus on year-to-year transitions within the school. Opportunities are provided for all students to visit their following year's class and to meet new teachers. This helps to ensure that all students and their families feel comfortable, prepared and fully informed. The main methods of online communication are the school's website and the COMPASS platform. All information on the site is regularly updated. School leaders, teaching teams and individual grades provide information through a fortnightly school newsletter, grade level newsletters several times a term and ongoing blog and discussion sites.

Wellbeing

Our Year 5 and 6 students Attitudes to School survey data is similar to the median for all Victorian government schools. Ongoing focus on the school values continues to achieve a clear sense of purpose and vision with the core values of responsibility, honesty, respect, endeavor, cooperation and friendliness. The Ramon Lewis rights: Everyone has the right to feel safe and Everyone has the right to learn, are the school's two rules and is in clear evidence within classrooms and the schoolyard.

Wellbeing is further enhanced through our student leadership, SRC and Prep Buddies programs. In 2016, a whole school Languages Day and School Olympics Day provided students with an opportunity to participate in cross age cooperative activities. Assemblies continue to be student led and students across the school assume responsibility for a variety of leadership roles including SRC membership, grade 3/4 sports leaders and Friendship Tree facilitation.

For more detailed information regarding our school please visit our website at
www.cobw.vic.edu.au



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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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	
<p>Enrolment Profile</p> <p>A total of 488 students were enrolled at this school in 2016, 242 female and 246 male. There were 6% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</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>● Higher</p> <p>● Similar</p> <p>● Similar</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>



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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>52%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>53%</td> <td>9%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>54%</td> <td>28%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>45%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>47%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	52%	26%	Numeracy	38%	53%	9%	Writing	18%	54%	28%	Spelling	30%	45%	25%	Grammar and Punctuation	33%	47%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <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>92 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	93 %	94 %	94 %	93 %	93 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	93 %	94 %	94 %	93 %	93 %										



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: 2016</p> <p>Results: 2013 - 2016 (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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

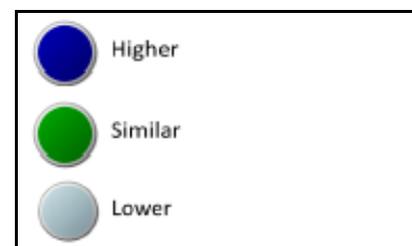
What are student outcomes?

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, P-12 and specialist schools, 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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 and position commentary

In 2016 the school managed its finances in line with DET processes and guidelines. There was a clear delineation and segregation of duties to ensure prudent checks and balances were in place with regard to budgeting, receipting and expenditure of funds. The School Council, while responsible for overseeing the program and provision of timely reports, has been supported by the Business Manager and the Principal, to provide high-level financial leadership. During 2016 funds were expended in accordance with the budget approved by School Council. The school has a Net Operating Deficit of \$52,685 that is due to an imbalance in the staffing profile. With the appointment of a substantive Principal in Term 3 of 2016, a more balanced Workforce Plan has been established for the 2017 school year in order to reduce the Deficit. Funds have also been reserved to repay this Deficit.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$3,192,580
Government Provided DET Grants	\$255,139
Government Grants Commonwealth	\$14,643
Revenue Other	(\$73,334)
Locally Raised Funds	\$1,016,247
Total Operating Revenue	\$4,405,275

Expenditure	
Student Resource Package	\$3,362,861
Books & Publications	\$4,190
Communication Costs	\$15,618
Consumables	\$101,694
Miscellaneous Expense	\$258,998
Professional Development	\$8,730
Property and Equipment Services	\$220,777
Salaries & Allowances	\$307,236
Trading & Fundraising	\$134,669
Utilities	\$43,187
Total Operating Expenditure	\$4,457,960

Net Operating Surplus/-Deficit	(\$52,685)
Asset Acquisitions	\$0

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$182,757
Official Account	\$61,645
Other Accounts	\$266,470
Total Funds Available	\$510,872

Financial Commitments	
Operating Reserve	\$177,480
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds incl SMS<12 months	\$68,891
Maintenance - Buildings/Grounds incl SMS<12 months	\$70,000
Revenue Receipted in Advance	\$34,500
School Based Programs	\$10,000
Other recurrent expenditure	\$5,000
Asset/Equipment Replacement > 12 months	\$30,000
Capital - Buildings/Grounds incl SMS>12 months	\$15,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$50,000
Total Financial Commitments	\$510,871

Student Resource Package Expenditure figures are as of 06 March 2017 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.