

2021 Annual Report to The School Community



School Name: Coburg High School (8849)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 22 May 2022 at 10:25 PM by Brent Houghton (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 25 May 2022 at 12:06 PM by Cate Hall (School Council President)

How to read the Annual Report

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.

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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

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.

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)

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.

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.

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

School context

Coburg High School is located in the northern suburbs of Melbourne. Between 2007 and 2014, the school was known as Coburg Senior High School, offering education to students in Years 10 to 12. In 2015 the school was re-established as a Years 7 to 12 school, meaning the school has now had two years of students complete Year 12 as part of the new Coburg High School. The expansion in student numbers at Coburg High School over the past six years has required extensive renovations and capital works and previously unused spaces are now all fully utilised. Fourteen new portable classrooms now sit alongside our existing built facilities. We look forward to developing a Masterplan during 2022 to determine the next stage of our facilities development. Our last \$1.9 million capital works project helped to modernise learning spaces across the school, including several new and renovated classrooms, multipurpose learning spaces, the STEAM lab, the new library, IT and wellbeing hub, and an outdoor gathering area in the centre of the school.

In 2021, there were 19 students funded through the Program for Students with a Disabilities, 12 students identified as Aboriginal and Torres Strait Islander (ATSI) and 178 students received equity funding. During 2021, the school employed 86.9 equivalent full-time (EFT) teachers and 23.8 EFT Education Support Staff.

Coburg High School prides itself on being an inclusive, respectful and safe environment with a high value placed on student wellbeing, belonging and participation. Students are supported through the Home Group program and we are a leading school in Respectful Relationships and School-Wide Positive Behaviour Support initiatives. We have four core values that underpin our expected behaviours, policies, practices, communication and decision-making at Coburg High School:

Excellence - We strive to do our best and to continually improve in our learning and our work;

Integrity - We are honest, open, trustworthy and ethical;

Curiosity - We are lifelong learners who take a brave and inquisitive approach to the world around us;

Community - We respect the rights of others, celebrate our diversity, and contribute to building an inclusive and thriving school and community.

At Coburg High School, students are offered a wide range of co-curricular and enrichment programs including inter-school sport, music, drama, dance, student leadership, debating and public-speaking, science extension, mathematics competitions, art exhibitions, community service, and a range of interest-based clubs, camps and tours locally, interstate and internationally. The school has a contemporary music program with numerous choirs, ensembles and bands and regular concerts and performances, open mic opportunities, talent showcases, and opportunities for students to develop their skills in composition, media and audio-visual and music production through the recording studio and performing arts space. The school offers instrumental music tuition in voice, guitar, bass, piano, keyboard, percussion, woodwind and brass. The COVID-19 pandemic curtailed many of these co-curricular and engagement programs, but we look forward to these returning in 2022.

The school undertook its School Review in Term 1, 2021 and developed its School Strategic Plan (2021-2024) shortly thereafter. As part of this process, the School Council refreshed our Vision:

Coburg High School fosters voice and agency and equips students with skills for lifelong learning.

We empower students to thrive in a complex and changing global society.

Coburg High School is an interconnected community hub that serves the diverse needs of our students.

Framework for Improving Student Outcomes (FISO)

The Strategic Plan for Coburg High School was developed following the School Review in Term 1, 2021. The goals in the Coburg High School Strategic Plan (2021-2024) are:

1. To maximise learning growth for all students.
2. Empower students to have voice and become active agents in their learning

3. Improve the resilience and wellbeing of all students.

One Key Improvement Strategy (KIS) was to begin to build and implement a whole school literacy and numeracy teaching strategy. During the planning for the 2022 school year, a new Learning Specialist for Literacy was appointed to drive improvement in reading practices in the school, firstly within the English domain before more whole school work. The school reviewed the use of the computer-based mastery program for the teaching of Maths in the first half of 2021. A decision was made to move away from this program for the beginning of the 2022 school year and Maths staff worked collaboratively in the second half of 2021 to develop this curriculum.

A leadership review was undertaken in the second half of 2021 to align the work of the Teaching and Learning Team with the priorities identified in the Strategic Review. Learning Specialists took on roles in leading Professional Learning, Practice Improvement, Differentiation and Student Agency as well as Literacy identified above. The whole school undertook professional learning around the SOLO taxonomy and a team of interested staff implemented this approach in a pilot program on developmental rubrics.

Achievement

The second cohort of Year 12 students in the new Year 7-12 Coburg High School completed their studies in 2021 and it was very pleasing to see an increase in the VCE median study score (from 28 to 29) and an almost doubling of study scores of 40 or more (3.2% in 2020, 6.1% in 2021). NAPLAN results were also significantly improved, with more students achieving high growth than low growth between Years 7 and 9 in Reading, Spelling and Numeracy and equal numbers of students achieving high growth and low growth in Writing between Years 7 and 9. Our funded Program for Students with Disabilities (PSD) and Middle Years Literacy and Numeracy Support (MYLNS) students continued to be supported throughout 2021, with in class support pivoting online during the periods of remote learning. Student Support Group meetings were similarly adapted to Google Meet and continued to involve students and their family, key school staff and external supports.

Engagement

Despite the challenges experienced in 2021 through periods of remote learning, Coburg High School students continued to attend school at rates higher than other schools. There were 19% of Coburg High School students absent for 20 more more days in 2020, compared to 25% in Similar Schools and 32% across the state. This positive result is due to the sustained focus and emphasis across the school on the importance of attendance, close monitoring and support for students and families, and enhancements to our student engagement processes, structures and systems.

Parent satisfaction with Coburg High School remains strong. Of the 19 variables included in the annual DET Parent Opinion Survey—including school support, communication, effective teaching and student confidence -18 were above the state averages. In 2021, demand for Year 7 placements increased again and enrolments into Year 7 were completely full, demonstrating that Coburg High is regarded highly amongst the wider community.

Coburg High School has not offered the Victorian Certificate of Applied Learning (VCAL) to senior students. During 2021 and into 2022, the school is developing a curriculum and program for students in the Vocational Major (the replacement of VCAL) which will be offered at Coburg High School from 2023. This hands-on learning approach will encourage more students who prefer a vocational pathway to stay at Coburg High School rather than heading to alternative providers. This should assist in increasing the retention rate of students in the senior years and further engage students.

Wellbeing

During the 2021 periods of remote learning, a greater emphasis was placed on student health and wellbeing. Through Home Group and other classes, the school encouraged students to develop their empathy, kindness, gratitude and mindfulness to help them through this challenging year, and this resilience framework will be further developed with staff and students in 2022. The school has continued to embed the School-Wide Positive Behaviour Support (SWPBS) framework. One metric of this program is the number of green Compass chronicle entries that staff make about students demonstrating positive behaviours continuing to grow strongly (21,196 in 2021, 14,786 in 2020, 9,943 in 2019). The school continued to implement the Respectful Relationships program, restorative practices and anti-bullying initiatives including many guest speakers and presenters for both students and families. The school supported the wellbeing of students directly through the employment of a Wellbeing Leader, counsellor, youth worker and Mental Health Practitioner. Coburg High School continues to collaborate and involve community agencies and wellbeing specialists to support the health and wellbeing of our students.

Finance performance and position

Overall, the school achieved a Net Operating Surplus of \$140,578 due to careful financial management. At the end of 2021, there was a deficit of \$54,086 in relation to the Student Resource Package. This was due to the funding model for the DET Middle Years Literacy and Numeracy Strategy (MYLNS) being received in the school's cash budget but paid out of the credit budget. The school was allocated \$115,000 as part of the Term 4, 2021 Planned Maintenance Program from DET for high-priority maintenance tasks identified in the school's specialist assessment, to address roof issues. In Term 4, 2021 the school was also successful in gaining a VET Innovation Grant from DET of \$52,199 for 2022 and 2023 to assist the school to prepare for an expansion of VET offerings and the introduction of the Vocational Major in 2023 at Coburg High School.

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

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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 1133 students were enrolled at this school in 2021, 520 female and 613 male.

9 percent of students had English as an additional language and 1 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).

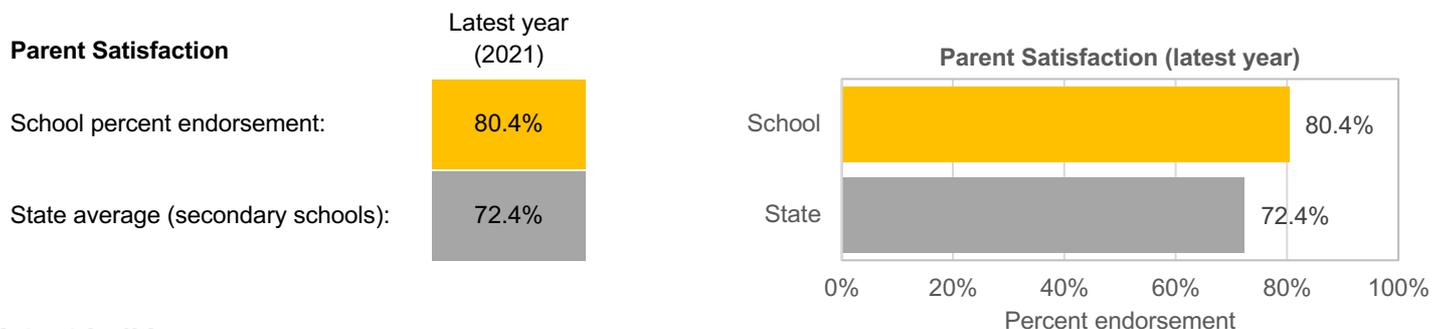
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

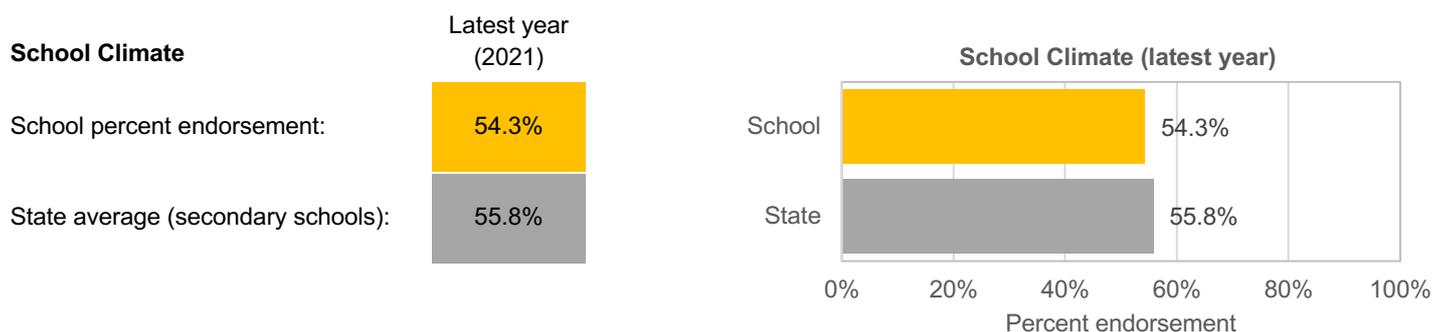


School Staff Survey

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 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

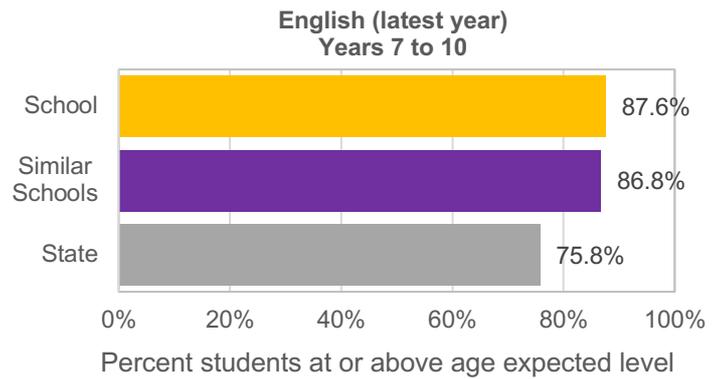
87.6%

Similar Schools average:

86.8%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

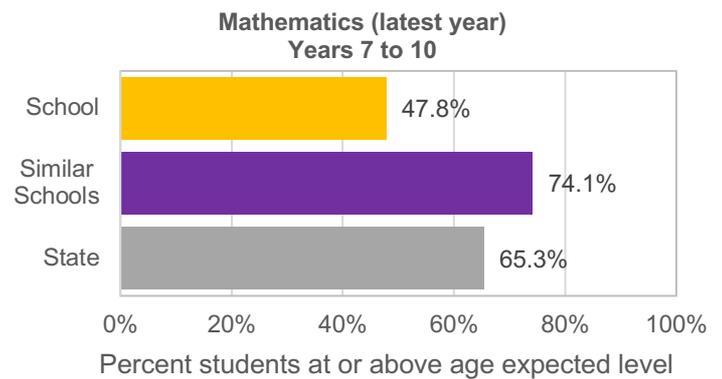
47.8%

Similar Schools average:

74.1%

State average:

65.3%



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.

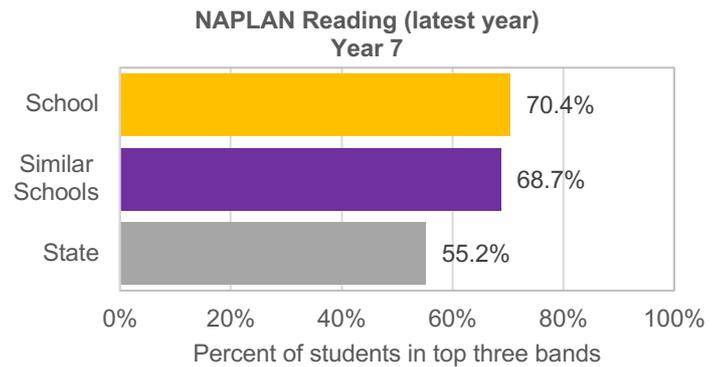
NAPLAN

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.

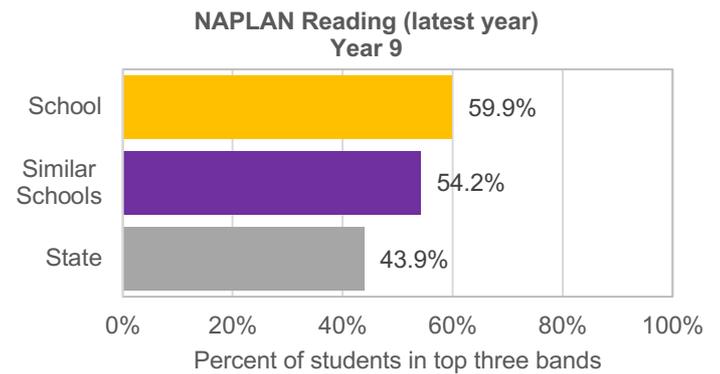
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.4%	69.8%
Similar Schools average:	68.7%	68.0%
State average:	55.2%	54.8%



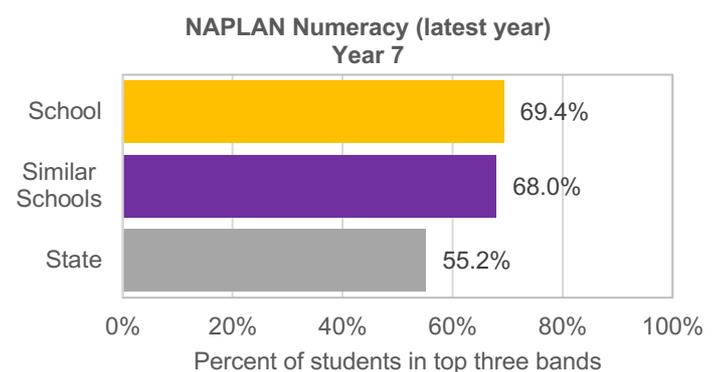
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.9%	54.1%
Similar Schools average:	54.2%	56.8%
State average:	43.9%	45.9%



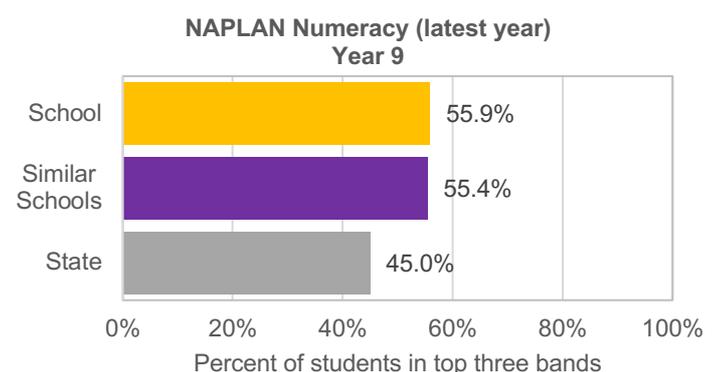
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.4%	65.1%
Similar Schools average:	68.0%	67.5%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.9%	46.9%
Similar Schools average:	55.4%	57.5%
State average:	45.0%	46.8%



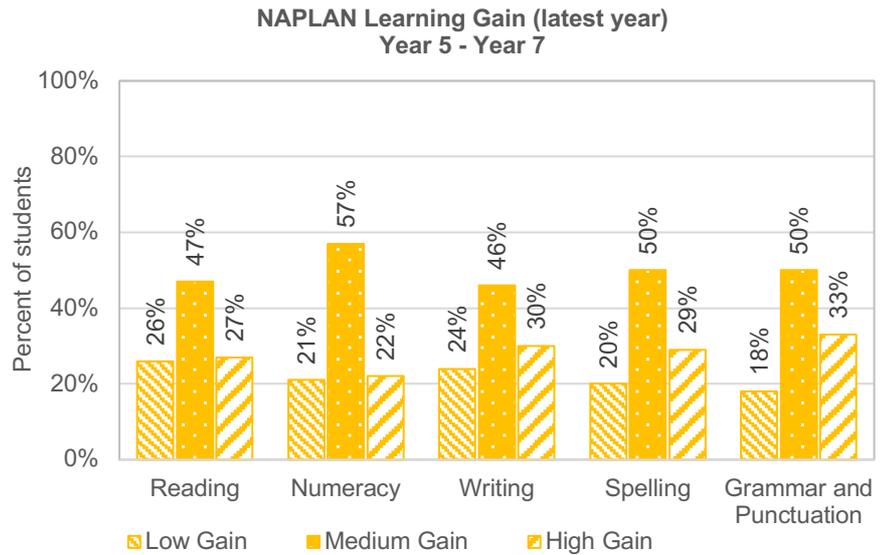
ACHIEVEMENT (continued)

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'.

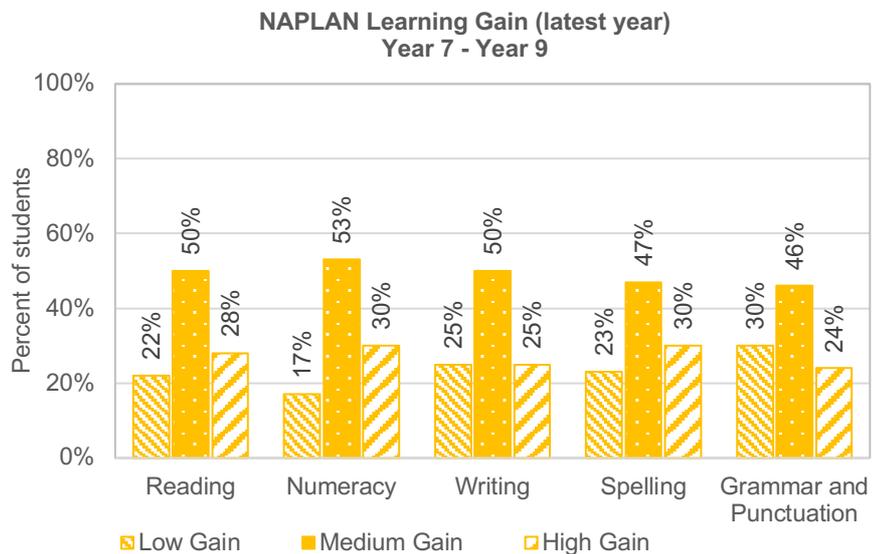
Learning Gain Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	26%	47%	27%	25%
Numeracy:	21%	57%	22%	25%
Writing:	24%	46%	30%	26%
Spelling:	20%	50%	29%	24%
Grammar and Punctuation:	18%	50%	33%	25%



Learning Gain Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	22%	50%	28%	25%
Numeracy:	17%	53%	30%	25%
Writing:	25%	50%	25%	25%
Spelling:	23%	47%	30%	26%
Grammar and Punctuation:	30%	46%	24%	25%



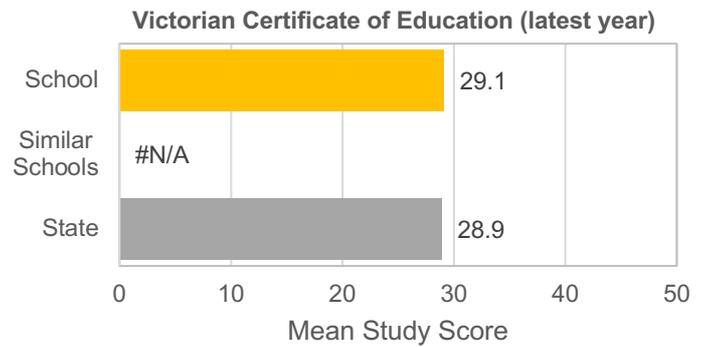
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

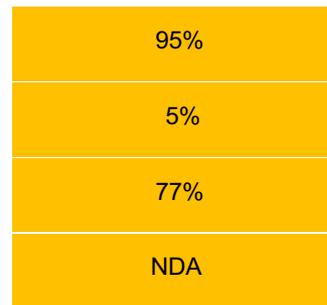
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	29.1	28.7
Similar Schools average:	29.1	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:



Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:

VET units of competence satisfactorily completed in 2021*:

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:

* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

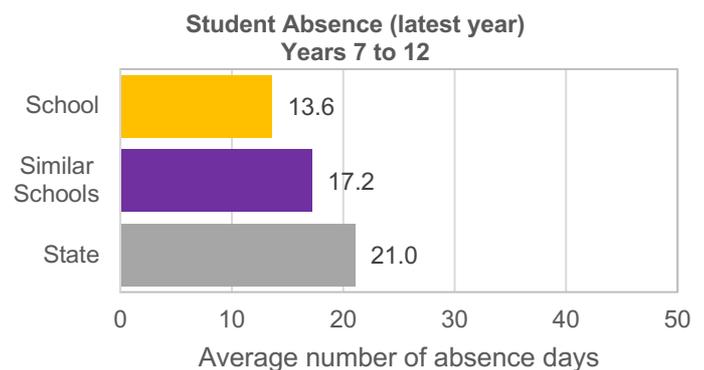
ENGAGEMENT

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 local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	13.6	14.1
Similar Schools average:	17.2	17.1
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

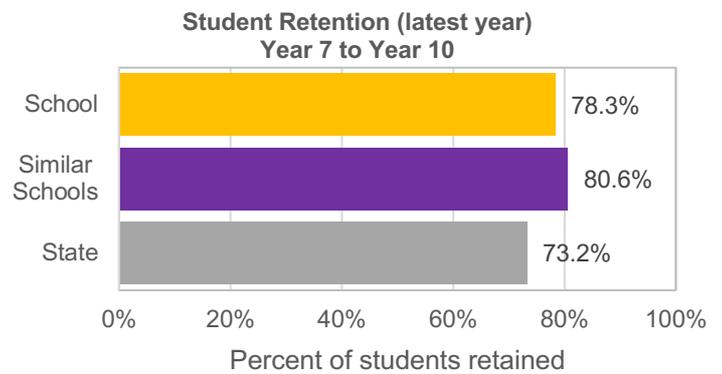
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	94%	93%	92%	92%	94%	96%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2021)	4-year average
School percent of students retained:	78.3%	70.4%
Similar Schools average:	80.6%	79.2%
State average:	73.2%	72.9%



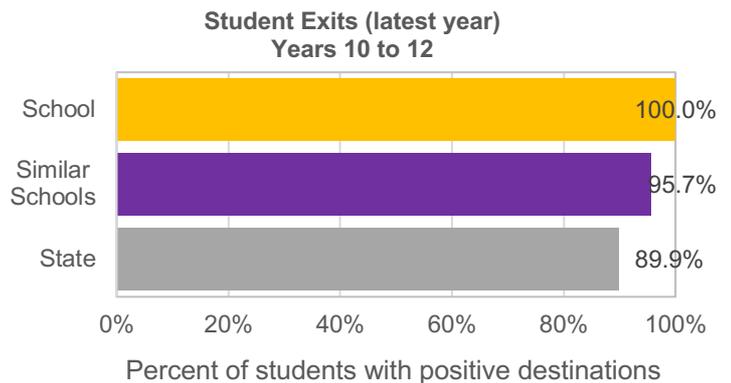
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school. Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	100.0%	95.9%
Similar Schools average:	95.7%	94.4%
State average:	89.9%	89.2%



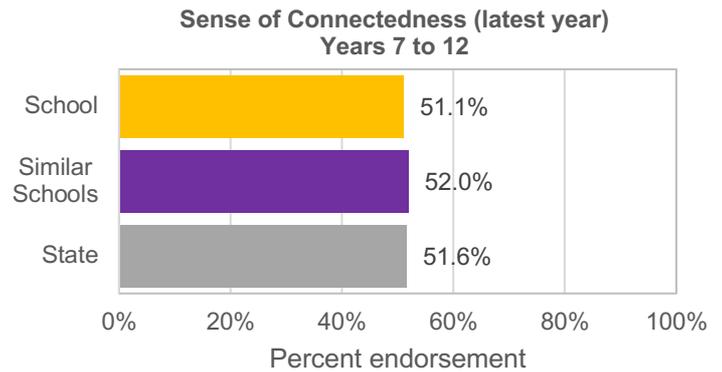
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	51.1%	53.3%
Similar Schools average:	52.0%	55.2%
State average:	51.6%	54.5%

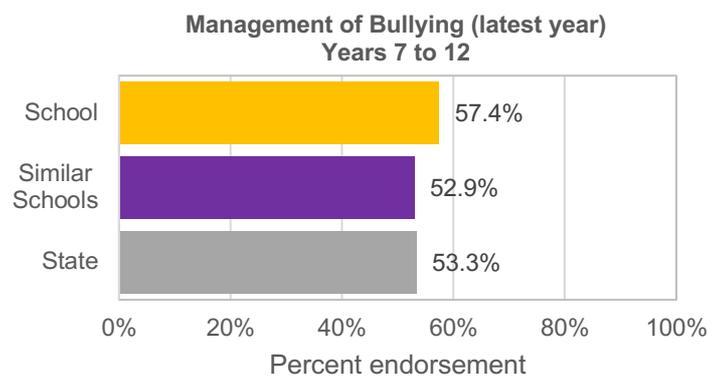


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	57.4%	60.8%
Similar Schools average:	52.9%	57.1%
State average:	53.3%	56.8%



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	\$10,963,380
Government Provided DET Grants	\$1,206,834
Government Grants Commonwealth	\$11,012
Government Grants State	\$0
Revenue Other	\$290,087
Locally Raised Funds	\$1,061,997
Capital Grants	\$0
Total Operating Revenue	\$13,533,309

Equity ¹	Actual
Equity (Social Disadvantage)	\$110,023
Equity (Catch Up)	\$51,686
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$161,709

Expenditure	Actual
Student Resource Package ²	\$11,017,466
Adjustments	\$0
Books & Publications	\$5,956
Camps/Excursions/Activities	\$182,908
Communication Costs	\$17,770
Consumables	\$409,775
Miscellaneous Expense ³	\$69,998
Professional Development	\$32,803
Equipment/Maintenance/Hire	\$335,422
Property Services	\$263,574
Salaries & Allowances ⁴	\$368,399
Support Services	\$227,572
Trading & Fundraising	\$149,411
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$148
Utilities	\$311,528
Total Operating Expenditure	\$13,392,731
Net Operating Surplus/-Deficit	\$140,578
Asset Acquisitions	\$146

(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 10 Mar 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

Funds available	Actual
High Yield Investment Account	\$238,952
Official Account	\$5,997
Other Accounts	\$838
Total Funds Available	\$245,787

Financial Commitments	Actual
Operating Reserve	\$245,787
Other Recurrent Expenditure	\$39,838
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$51,118
Asset/Equipment Replacement < 12 months	\$120,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$25,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$481,743

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.