

2022 Annual Report to the School Community

School Name: Delacombe Primary School (5201)



- 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 of the previous calendar year 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 15 March 2023 at 05:30 PM by Scott Phillips (Principal)

- This 2022 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 27 March 2023 at 07:34 AM by Daniel Cook (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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

At Delacombe Primary School we are a community of learners working in a warm, positive, friendly and engaging environment where all members proudly display the values of:

Respect, Responsibility, Enjoyment, Consideration, Integrity, Personal Best in order to produce happy, competent, resilient community minded individuals who can live productive lives. Delacombe Primary School is situated in the southwest corner of Ballarat, a growing residential area.

The school staffing consisted of a Principal, two Assistant Principals, a Literacy Specialist, a Numeracy Specialist and a Wellbeing Specialist, 25 classroom teaching staff, Specialist teachers (Art, Chinese, PE, Digital Technology), 1 Chaplain, 3 Office staff members and 26 Educational Support staff. The school continued to fund a kitchen/garden program and this was well supported by volunteers. In 2022 we continued with the expertise of a Speech therapist for 2 days a week. This resource was funded under the school's equity money and was a useful addition to the school. The staffing profile was a small mixture of experienced, accomplished and mostly graduate teachers who continued the consistent approach to teaching & learning across the school.

Delacombe Primary school commenced 2022 with 503 students in 25 classrooms. The composition of the classrooms were 4 Prep classrooms, 4 Grade 1, 4 Grade 2 classrooms, 3 Grade 3, 3 Grade 4 classrooms, 3 Grade 5, 1 Grade 5/5 and 3 Grade 6 classrooms. The school commenced the year with an extra portable to house the Grade 4 classrooms and half of the year focused on completing the upgrade of the Grade 5-6 playground area. Towards the end of the year the school also received another portable that was placed in an area that involved a re-alignment of the school boundaries with the City of Ballarat.

The school commenced 2022 with 8 new staff, 5 of whom were graduate staff. The school also faced some staff changes during the year with both leadership and classroom teacher roles occurring. One of those changes being the Principal, which required an Acting Principal in place for the year, as well as a new Business Manager and office manager. The emphasis on coaching was increased and required training of staff on key programs such as Sounds Write and the Writing Model. The school leadership structure of Principal and two Assistant Principals remained the same as 2021. An addition to the leadership structure was the Wellbeing Specialist, to drive key programs such as Respectful Relationships.

The school continued to offer extensive intervention to students from Grade Prep through to Grade 6 whilst on site. This ranged from speech therapy, Common Misunderstandings and Sounds Write. In our Numeracy program we continued to provide an expert teacher one session a week in all Grade 3 and Grade 5 classrooms. This provided extra support in Numeracy. Our intervention staff grew throughout the year and are significant part of the school program. Our school Chaplain continued to operate 3 days a week and supported the Wellbeing team in student and family support, the School Chaplain also changed throughout the year.

In 2022, our school continued with the use of Google Classroom at Grades 4-6 and introduced our Grade 3 students to the Google classroom program.

In 2022 the school was challenged with management of student behaviour issues, staff wellbeing and the recruitment of new staff, as staff throughout the year moved on for family leave, promotion and re-location. On two occasions the school employed 'permission to teach' teachers to ensure a classroom was able to operate with a teacher.

In 2022, we upgraded a variety of spaces through the facilities committee, including:

- Creating a Re-set room where students who need a re-set could go and be able to calm down.
- Updating the school mural in the school corridor.
- Changes to the school boundaries to cater for further growth in the school.
- Planning of a Grade Prep-2 playground area.

In 2022 our afterschool care program known as DASH (Delacombe Afterschool hours program) continued to grow with big numbers in the morning and afterschool. In this program there was also staff personnel changes in both the DASH Co-ordinators and DASH leaders. This provided an onsite program for our working parents. Breakfast Club also continued to run on three mornings a week and the school continued to support and embrace the Delacombe Community Walking bus.

In 2022, there were some significant events and initiatives for the school, including:

- All classes from Grade 2-6 were able to participate in their annual camping program.
- Running the School Concert and providing the students with a memorable occasion.
- High achievers participating in the ICAS testing in August and the Young Author's program.
- Undertaking the School Review, where it was able to set its 4-year plan.
- Introducing the Parent Liaison Program which enable parents to be informed and give feedback to the school.

The school recognises and receives outstanding support from its parent community on a variety of levels. A strong and committed School Council has played a significant role in policy and planning and the energetic Parents and Friends group organised a large number of successful fundraising projects.

Progress towards strategic goals, student outcomes and student engagement

Learning

One of the pleasing aspects in Learning for 2022, was the improvement in our NAPLAN results. We saw growth in Reading in both Grade 3 and 5 which is pleasing given the focus and resourcing we had put towards this in the past 2 years, including training all new staff in Sounds Write. We continue to achieve above similar school averages in both Grade 3 and 5 Reading, moving closer to the state average with 2022 data being higher than our 4-year average. Ensuring Sounds Write, Reading and Writing are embedded within our instructional model and Literacy blocks, ensures students are given the best opportunity for success. Our writing data in NAPLAN continued to shine, highlighting the fact that consistent application of The Writing Model across the school was still having an immediate impact on the student data. Our writing program was supported throughout the year by having Ann Angelopoulos, our writing consultant, running professional learning sessions for new staff, as well as modelling within our Grade 3 and 5 classrooms Semester 1, and Grade 2 and 4 classrooms Semester 2. Overall our Grade 3 NAPLAN data provided a strong base to build on and demonstrates effective intervention and support in the early years.

We did see lower levels of growth in Numeracy, particularly in Grade 5, and this was noted as an area we needed to examine closely. We continued the work we started in 2021, unpacking our Assessment of Common Misunderstandings data, completing professional reading and planned and implemented an action plan, with a focus on using concrete materials in numeracy lessons from Prep- 6, before moving to partial and abstract modelling. We were also involved in Project 22, with similar local schools, where we worked together to investigate best practice in Numeracy in order to increase student outcomes. We are continuing this work into 2023 and hope to see the impact of this in our 2023 NAPLAN data.

In 2022 all staff have continued to place emphasis on the 'non-negotiables' of Literacy and Numeracy at Delacombe PS. This approach ensures that the required hours (minimum of 10 hours per week of Literacy and 5 hours per week of Numeracy) of quality teaching time are spent working closely with individuals and small groups for targeted teaching at point of need. Other learning opportunities (such as Kitchen/Garden), while still highly valued, are carefully constructed into the timetable to ensure that our non-negotiables are met.

Wellbeing

The Wellbeing team comprising of the Assistant Principal, Wellbeing Specialist, Wellbeing Coordinator and School Chaplain met to focus on the development of wellbeing supports around the school. This team was disrupted when staffing changes necessitated the coordinator returning to a classroom position. There were a number of wellbeing programs that were used in 2022, such as Sensory room, Breakfast Club and Respectful Relationships.

In the 2022 Attitude to School Survey, the students' positive responses for Sense of connectedness was at 73% which was above the 4 year average of 72.7%. The school management of bullying was at 66.8% in 2022 and this was above the 4 year trend of 69.1%, again this trend resembled a similar trend across the state and demonstrated the challenges schools faced with managing student behaviour in the classroom and in the yard. Classrooms worked hard on building teams with a strong focus on PLCs and support from within the team.

The school transferred to the Disabilities Inclusion Program. We had 37 students on the old PSD system and have worked with staff to implement the new system and begin transferring our students to the new system. There were 11 referrals made to the new system to come into play in 2023.

The transition program was re-introduced after a reduced program in Covid times. This included visits to all our local

Kindergartens throughout the year and four very successful transition sessions for Kinder students. This culminated in the enrolment and transition of 66 Preps prepared for school in 2023.

Our end of year picnic became a school event and was very well attended. Families came for the afternoon and had a picnic lunch with students and we had games and activities all around the school. We were able to conduct our Grade 6 Graduation and end of year assembly in our school stadium and send our Grade 6 students off in style.

Engagement

The Wellbeing team met weekly in 2022 to monitor student attendance and wellbeing across the school. This process included phone calls after 10am for students who have not yet arrived at school and meetings with parents to identify individual issues related to school attendance for some of our families. It was a challenging year to ensure students attended school regularly and as a result there was a significant increase in the average to 22.1 absence days per student as opposed to the 4 year average of 16.5. This increase was also a common trend across the state with an average of 23.3 student absence days in 2022. There were many students and families who still were getting COVID-19 in 2022, there was also a layer of anxiety and cautiousness and many challenges for parents to get their students to school.

The Pathways program was conceived due to a need in the Prep rooms for an engagement program with a particular cohort of students. Its aim was to support students who were struggling to integrate into a classroom environment by teaching the social, emotional and cognitive skills in a more supportive environment. This program proved very successful and with support, students transitioned back to their classrooms by term 4. We added classroom pets, a bearded dragon and a therapy dog to the team to assist with engagement of students.

Financial performance

The school completed the year with a staffing surplus of approximately \$107,549 from a student resource package budget of \$5,608,609. Some of the difficulty in using the staffing surplus was finding staff to fill positions. DASH our afterschool care program increased our locally raised funds to \$207,213.46 and whilst providing a successful income stream for the school it provided a terrific service for our local community. The hiring of our stadium for a full year also contributed to the locally raised funds and contributed \$22,213.46. We also received \$40,000 from grants related to the Shade sails but have not been able to expend these funds as there has been a delay in the installation of shade sails. The school recognises that it still receives equity funding that provides for support in the classrooms in the form of Literacy and Numeracy specialists and also intervention and wellbeing. This has allowed the school to fund a Wellbeing Specialist role for 2022 and 2023.

For more detailed information regarding our school please visit our website at
<http://www.delacombeps.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 2.0 (FISO 2.0).

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 503 students were enrolled at this school in 2022, 235 female and 268 male.

2 percent of students had English as an additional language and 4 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).

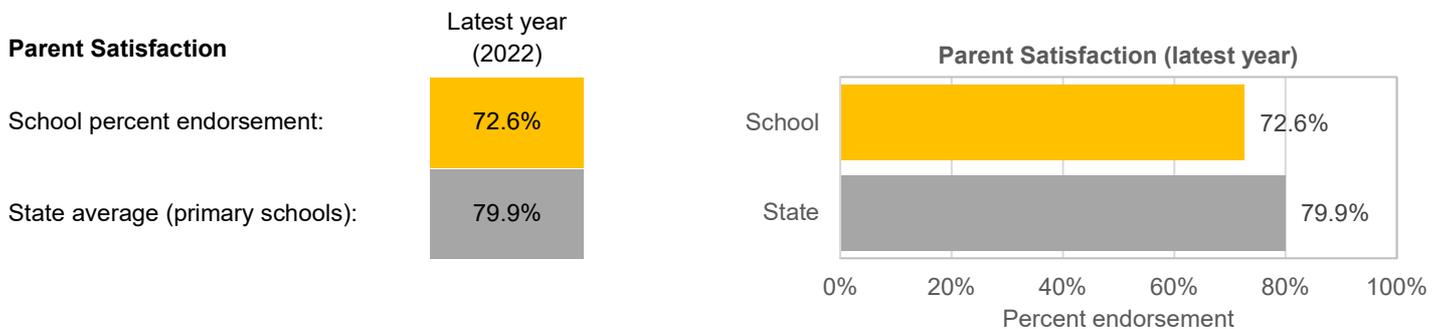
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

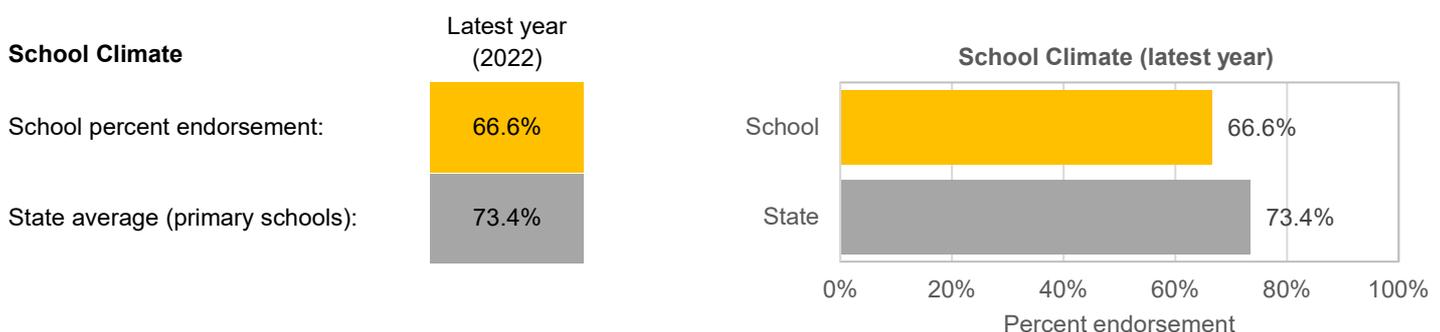


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

NDA

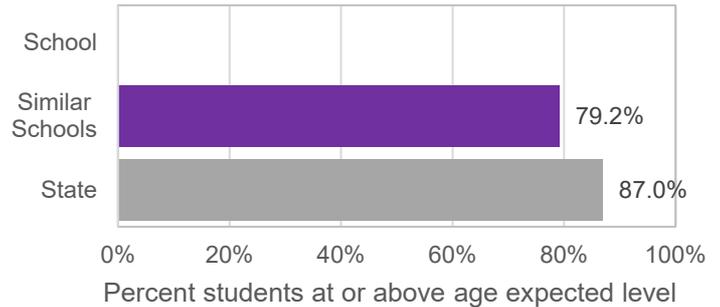
Similar Schools average:

79.2%

State average:

87.0%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

NDA

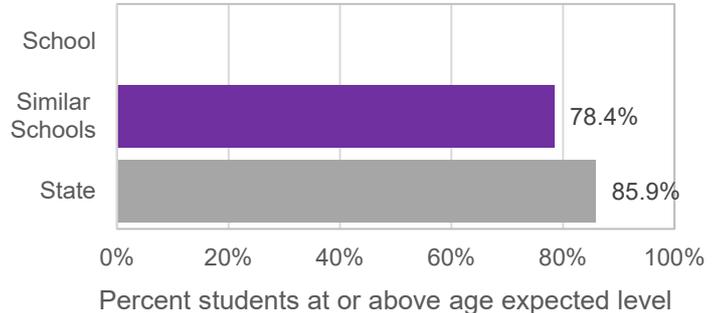
Similar Schools average:

78.4%

State average:

85.9%

Mathematics (latest year) Years Prep to 6



LEARNING (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.

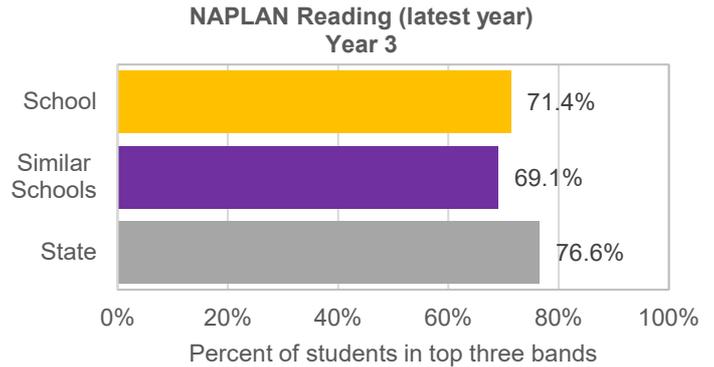
NAPLAN

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 2019, 2021 and 2022 data.

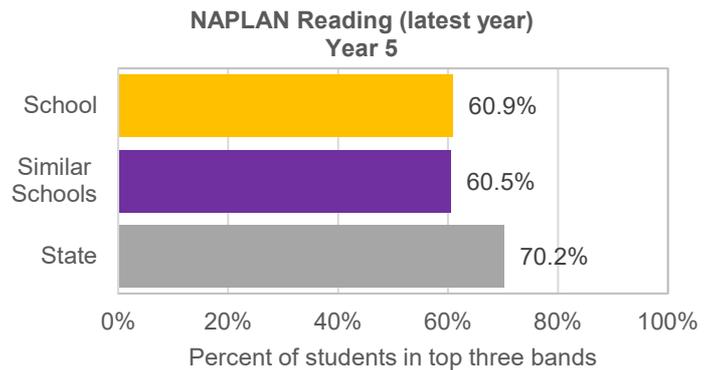
**Reading
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.4%	69.8%
Similar Schools average:	69.1%	68.7%
State average:	76.6%	76.6%



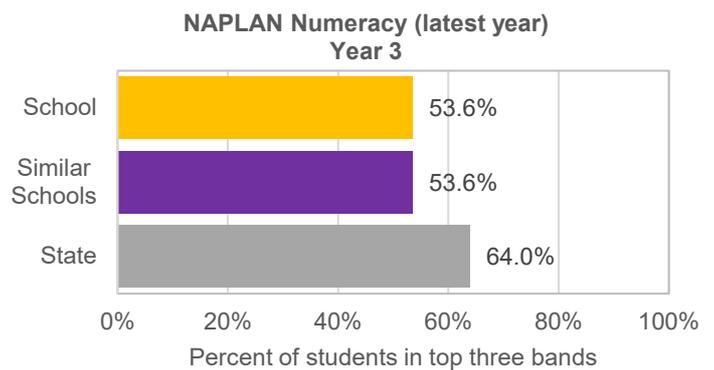
**Reading
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.9%	57.8%
Similar Schools average:	60.5%	60.2%
State average:	70.2%	69.5%



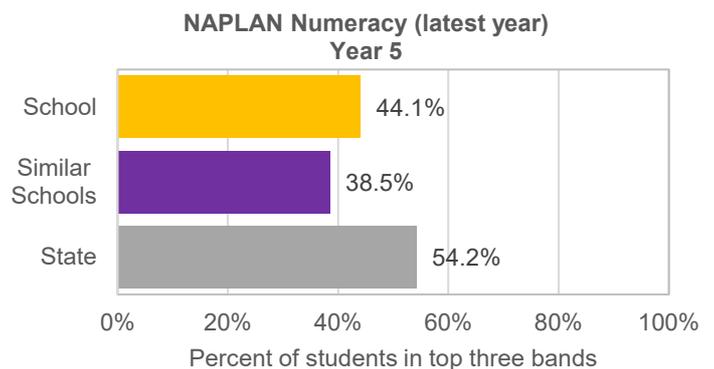
**Numeracy
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.6%	60.5%
Similar Schools average:	53.6%	55.9%
State average:	64.0%	66.6%



**Numeracy
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.1%	46.0%
Similar Schools average:	38.5%	45.0%
State average:	54.2%	58.8%



WELLBEING

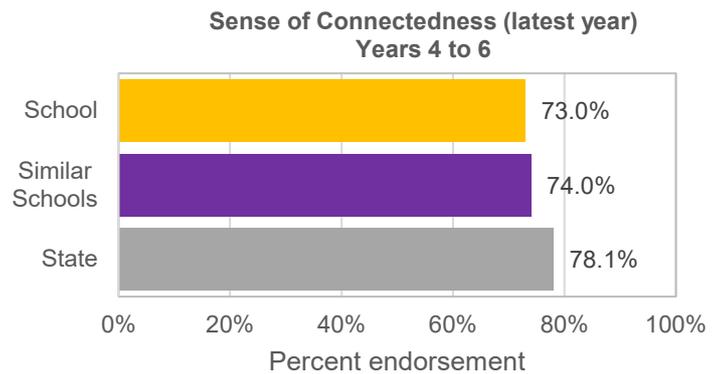
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	73.0%	72.7%
Similar Schools average:	74.0%	75.7%
State average:	78.1%	79.5%

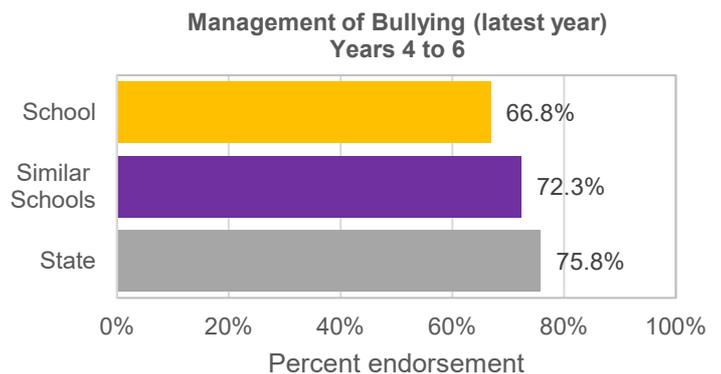


Student Attitudes to School – Management of Bullying

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 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	66.8%	69.1%
Similar Schools average:	72.3%	75.4%
State average:	75.8%	78.3%



ENGAGEMENT

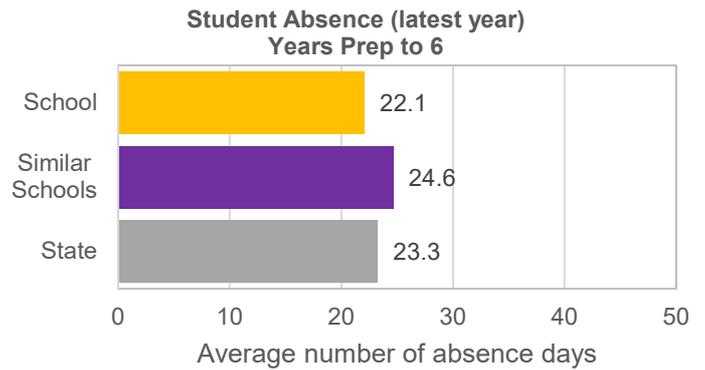
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.1	16.5
Similar Schools average:	24.6	19.0
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	90%	90%	91%	86%	88%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$5,548,294
Government Provided DET Grants	\$891,521
Government Grants Commonwealth	\$7,796
Government Grants State	\$0
Revenue Other	\$110,595
Locally Raised Funds	\$658,437
Capital Grants	\$20,317
Total Operating Revenue	\$7,236,959

Equity ¹	Actual
Equity (Social Disadvantage)	\$616,005
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$616,005

Expenditure	Actual
Student Resource Package ²	\$5,608,609
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$126,883
Communication Costs	\$14,221
Consumables	\$196,716
Miscellaneous Expense ³	\$81,962
Professional Development	\$34,881
Equipment/Maintenance/Hire	\$184,951
Property Services	\$203,834
Salaries & Allowances ⁴	\$468,621
Support Services	\$66,625
Trading & Fundraising	\$74,658
Motor Vehicle Expenses	\$10,352
Travel & Subsistence	\$0
Utilities	\$36,783
Total Operating Expenditure	\$7,109,093
Net Operating Surplus/-Deficit	\$107,549
Asset Acquisitions	\$6,299

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$559,544
Official Account	\$50,487
Other Accounts	\$0
Total Funds Available	\$610,031

Financial Commitments	Actual
Operating Reserve	\$232,410
Other Recurrent Expenditure	\$1,341
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	\$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
Total Financial Commitments	\$233,751

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.