

2019 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 2019 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 29 April 2020 at 02:06 PM by Scott Phillips (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 29 April 2020 at 02:41 PM by Aileen Shearer-Cox (School Council President)

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 are able to live productive lives.

Delacombe Primary School is situated in the southwest corner of Ballarat, a growing residential area.

The school has maintained a Principal and Assistant Principal, a Teaching & Learning Coach (Literacy) and a Numeracy Leader (no teaching commitment), 19 classroom teaching staff, Specialist teachers (Art, Chinese, PE, Science), 1 Chaplain, 2 Office staff members and 10 Educational Support staff. The school continued to expose students to the kitchen/garden program and this was well supported by volunteers. In 2019 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 2019 with 365 students in 19 classrooms. The composition of the classrooms were 4 Prep classrooms, 6 Grade 1-2 classrooms, 5 Grade 3-4 classrooms and 4 Grade 5-6 classrooms. The school commenced the year the building program fully completed from 2018. The school commenced 2019 with 4 new graduate staff (3 in their first year of teaching) and 2 staff who were in their first 6 months of teaching from 2018. This consequently placed a strong emphasis in providing coaching and support to these staff members. The school leadership structure underwent some significant change in 2019. In the beginning of 2019 it began with an Acting Principal, Acting Assistant Principal and Acting Teaching and Learning Coach. This became a bit of a trend for the year in our leadership team with key staff returning and key staff moving to other schools. Despite the significant changes in the school and the relative inexperienced staffing profile, the school provided a calm and consistent teaching program throughout the year. Towards the end of 2019, the leadership and roles within the school was restructured to cope with the increase of students numbers that was forecasted. This restructure was in line with the Department learning specialist roll out and also continued the approach within the school to provide for leadership development and succession planning.

The school continued to offer extensive intervention to students from Grade Prep through to Grade 6. This ranged from speech therapy, to Delacombe Intervention Program (DIP), Extending maths understanding (EMU), Quicksmart, Multi-lit, STAP and Reading recovery. In our Numeracy program we continued to provide an expert teacher one session a week in all Grade 5-6 classrooms and 1-2 classrooms. This provided extra support to some of our new staff in Numeracy. Our intervention staff grew throughout the year and are a significant part of the school program. Our school Chaplain continued to operate 3 days a week and supported the Welfare team in student and family support.

In 2019, our school introduced 60 chrome books into the Grade 5-6 classroom this was a direct move away from iPads into a technology tool more in line with our secondary schools. Our teachers engaged in a number of professional development activities :

1. Glenn Pearsall PD .
2. Cultural Understanding and Safety training (CUST)
3. Fountus and Pinnell Benchmarking training

In 2019, we upgraded a variety of spaces through the facilities committee. This included:

1. Full upgrade of the Science and DASH office areas.
2. New technology office with specialised cupboards
3. Fully upgraded kitchen area with kitchen office
4. 9 classrooms re-painted
5. Intervention rooms created

In Term 3 we commenced with our afterschool care program known as DASH (Delacombe Afterschool hours program). This provided a onsite program for our working parents. Breakfast Club also continued to run on five mornings a week and the school continue to support and embrace the Delacombe Community Walking bus. In 2019 the "Active afterschool program" operated for 3 terms for 3 nights a week and was well attended all year .

In 2019, there were some significant events and initiatives for the school:

1. In Term 3 the school performed two school concerts(matinee and a night session) and this another great success
2. In Term 4 the school ran its fifth Writers Festival across the school and was embraced by the students and parents across the school.
3. The school participated in the Ballarat Young Author's program and the Maths Olympiad.
4. The Girls program that encourages mum and girls to engage in reading, ran for its third time at the school and had a range of terrific activities for the participants.
5. Our Grade 6 students were involved in a mentoring/literacy program with the Mars factory known as the Ardoch project.
6. The school had its high achievers participate in the ICAS testing in August.
7. The school commenced planning on a new gymnasium at the school.
8. The Energybreakthrough team competed for the second year in a row and showed great improvement.
9. The school held its second Celebration of learning with a more structured approach to the night.
10. The school introduced the Koorie Buddies program and this initiated the extra two flag poles installed at the front of the school and the development of a Koorie Garden.

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 annually.

Framework for Improving Student Outcomes (FISO)

In 2019, much of our focus was on building practice excellence in literacy and numeracy and development of curriculum planning and assessment in literacy and numeracy. We also focussed towards the end of 2019 on intellectual engagement and self awareness, which primarily looked at student voice in our school setting. In terms of the highlights, there was significant growth in our approach to the teaching of numeracy. This was supported through the Maths Specialist program where we were able to consolidate our Numeracy Scope and sequence. It also enabled us to explore better ways of pre and post testing our students using the Essential Numeracy Assessment program. This was trialled in early Term 3 and was met with great enthusiasm from staff.

It took us some time to work through the HITS focus of multiple exposure and metacognitive strategies. As a result it led to a re-development of our instructional model (literacy & numeracy) and examined how we use our warm ups in our teaching practice. This was worked through in Term 4 in preparation for 2020.

Achievement

In 2019 one of the pleasing aspects in the NAPLAN results was the growth we saw in our Numeracy in both Grade 3 and 5. This was pleasing given the focus and resourcing we had put towards this in the past 2 years. Our writing data in NAPLAN continued to shine, therefore highlighting the consistent application of writing across the school was still having an immediate impact on the student data. 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 receive some poor growth in Reading and this was noted as an area we needed to examined closely to determine a course of action for 2020. As a result we had staff investigate our current practices but also look at other practices in other schools such as Multi-sensory learning (MSL/phonics instruction) and Fountus and Pinnell benchmarking F-6. This formed the basis of a direction for 2020 in our reading program.

In 2019, 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. Our focus is around developing strategy based learning in our teaching program this is evident in our CAFÉ program and the Writing Model.

In 2019 our ability to include more student voice was somewhat successful. This was evident in our school assemblies where the students were far more involved than in previous assemblies. The introduction of our Koorie buddies program also provided more student voice opportunities. We trialled the "Fist to Five" concept (checking for understanding) in classrooms and the co-constructing of success criteria and these were all subtle changes in our teaching approach in 2019.

Engagement

The Welfare team, comprising of the Assistant Principal, Welfare Co-ordinator and school chaplain met weekly in 2019 to monitor student attendance and wellbeing across the school. This process included phone calls after 9.30am 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. Delacombe Primary School has achieved terrific attendance results in recent years but 2019 was not one of them. This was symptomatic of the Leadership changes in this area (three Assistant Principals for the year). A whole increase in the number of days missed from 13.64 in 2018 to 15.36 in 2019. This was a disappointing result and demonstrates that a consistent and relentless approach to attendance is required every year. The supports of initiatives such as the Delacombe Community Bus and breakfast club continue to support the students and families in the local Ballarat area.

It should also be noted that some of our critical case students had an impact on the school data and continues to be an ongoing problem for the school.

Wellbeing

The Welfare team, comprising of the Assistant Principal, Welfare Co-ordinator and school chaplain met weekly in welfare across the school. There were a number of welfare programs that were used in 2019 such as martial arts, equine therapy, psychologist support and CAST. The school continued to support the Act of Kindness Awards and was involved in the Blue Light Award that celebrated respectful students in the school. This was an award presented by Des Hudson at assembly for 2 students per month.

A feature of the school's Kinder to Prep transition has been the development of our Pre-prep program and our communication with our local kindergartens. In early Term 4, opportunities exist for our prospective prep students to participate in a variety of activities at school over a four week period.

Our whole school concert, showcasing the Performing Arts was once again a successful night. A culmination of weeks of rehearsals, saw our Literacy based concert, at Founders Theatre. Whilst the concert is a huge undertaking, the biannual nature of the event allows for the extra time given to producing the high quality result expected of our concerts.

Students participated in an Orientation Program at the end of the year in preparation for the following year. All Grade 6 students participate in a comprehensive transition program with the secondary school that they will be attending.

Financial performance and position

The school completed the year with a significant staffing surplus. The 2019 staffing surplus would be used to support the increase in leadership roles, the return of experienced staff members and the loss of the maths specialist money in 2020. The school also had significant funds in the 2019 program budget. This was being allocated to an additional classroom space that would be incorporated into the gymnasium. The cost of this additional space will cost the school \$300,000. In 2020 we also plan to build a synthetic pitch on the Grade P-2 area. This pitch would be costing the school \$130,000 to install.




For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at http://www.delacombeprimaryschool.vic.edu.au/](http://www.delacombeprimaryschool.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 364 students were enrolled at this school in 2019, 183 female and 181 male.

ND were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.













School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).










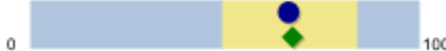






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Performance Summary

<div> <div>Key:</div> <div> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools:  </div> </div> <div> <div>Key:</div> <div> Similar School Comparison  Above  Similar  Below </div> </div>		
Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Above </p> <p>Above </p>








Performance Summary

Key:		Key:
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above  Similar  Below
Achievement	Student Outcomes	Similar 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>Above </p>
	<p>Results: Reading (4-year average)</p> 	
	<p>Results: Numeracy</p> 	
	<p>Results: Numeracy (4-year average)</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>Similar </p>
	<p>Results: Reading (4-year average)</p> 	
	<p>Results: Numeracy</p> 	
	<p>Results: Numeracy (4-year average)</p> 	




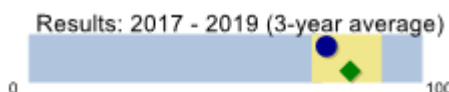
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■		Key: Similar School Comparison: ● Above ● Similar ● Below																	
Results for this school: ● Median of all Victorian Government Primary Schools: ◆																			
Achievement	Student Outcomes	Similar 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <table><tr><th>Gain Level</th><th>Percentage</th></tr><tr><td>Low</td><td>32 %</td></tr><tr><td>Medium</td><td>58 %</td></tr><tr><td>High</td><td>11 %</td></tr></table>	Gain Level	Percentage	Low	32 %	Medium	58 %	High	11 %	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table><tr><th>Gain Level</th><th>Percentage</th></tr><tr><td>Low</td><td>25 %</td></tr><tr><td>Medium</td><td>50 %</td></tr><tr><td>High</td><td>25 %</td></tr></table> <p>Statewide Distribution of Learning Gain (all domains)</p>		Gain Level	Percentage	Low	25 %	Medium	50 %	High	25 %
	Gain Level	Percentage																	
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<p>Numeracy</p> <table><tr><th>Gain Level</th><th>Percentage</th></tr><tr><td>Low</td><td>23 %</td></tr><tr><td>Medium</td><td>60 %</td></tr><tr><td>High</td><td>18 %</td></tr></table>	Gain Level	Percentage	Low	23 %	Medium	60 %	High	18 %											
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<p>Writing</p> <table><tr><th>Gain Level</th><th>Percentage</th></tr><tr><td>Low</td><td>23 %</td></tr><tr><td>Medium</td><td>51 %</td></tr><tr><td>High</td><td>26 %</td></tr></table>	Gain Level	Percentage	Low	23 %	Medium	51 %	High	26 %											
Gain Level	Percentage																		
Low	23 %																		
Medium	51 %																		
High	26 %																		
<p>Spelling</p> <table><tr><th>Gain Level</th><th>Percentage</th></tr><tr><td>Low</td><td>44 %</td></tr><tr><td>Medium</td><td>38 %</td></tr><tr><td>High</td><td>18 %</td></tr></table>	Gain Level	Percentage	Low	44 %	Medium	38 %	High	18 %											
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Low	44 %																		
Medium	38 %																		
High	18 %																		
<p>Grammar and Punctuation</p> <table><tr><th>Gain Level</th><th>Percentage</th></tr><tr><td>Low</td><td>38 %</td></tr><tr><td>Medium</td><td>36 %</td></tr><tr><td>High</td><td>26 %</td></tr></table>	Gain Level	Percentage	Low	38 %	Medium	36 %	High	26 %											
Gain Level	Percentage																		
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Medium	36 %																		
High	26 %																		

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 		Key: Similar School Comparison  Above  Similar  Below																	
Engagement		Student Outcomes		Similar School Comparison															
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.		<div>Results: 2019</div>  <div>Few absences <-----> Many absences</div> <div>Results: 2016 - 2019 (4-year average)</div>  <div>Few absences <-----> Many absences</div>		<div>Above </div>															
Average 2019 attendance rate by year level:		<table><tr><td>Prep</td><td>Yr1</td><td>Yr2</td><td>Yr3</td><td>Yr4</td><td>Yr5</td><td>Yr6</td></tr><tr><td>94 %</td><td>92 %</td><td>92 %</td><td>92 %</td><td>92 %</td><td>91 %</td><td>92 %</td></tr></table>		Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	92 %	92 %	92 %	91 %	92 %	Similar school comparison not available	
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6													
94 %	92 %	92 %	92 %	92 %	91 %	92 %													

Performance Summary

<div> <div>Key:</div> <div> Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ </div> <div> <div>Key:</div> <div> Similar School Comparison ● Above ● Similar ● Below </div> </div> </div>		
Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Below ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

Revenue	Actual
Student Resource Package	\$3,577,531
Government Provided DET Grants	\$740,119
Government Grants Commonwealth	\$8,256
Revenue Other	\$42,149
Locally Raised Funds	\$175,465
Total Operating Revenue	\$4,543,520

Equity¹

Equity (Social Disadvantage)	\$746,472
Equity Total	\$746,472

Expenditure

Student Resource Package ²	\$3,386,881
Communication Costs	\$8,129
Consumables	\$142,492
Miscellaneous Expense ³	\$178,423
Professional Development	\$28,288
Property and Equipment Services	\$385,978
Salaries & Allowances ⁴	\$182,273
Trading & Fundraising	\$31,684
Travel & Subsistence	\$5,430
Utilities	\$36,465

Total Operating Expenditure	\$4,386,043
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Net Operating Surplus/-Deficit	\$157,477
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Asset Acquisitions	\$7,381
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Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$285,450
Official Account	\$35,499
Other Accounts	\$0
Total Funds Available	\$320,949

Financial Commitments

Operating Reserve	\$145,819
Other Recurrent Expenditure	\$14,698
Funds Received in Advance	\$160,367
School Based Programs	\$29,768
Funds for Committees/Shared Arrangements	\$3,946
Capital - Buildings/Grounds < 12 months	\$300,000
Total Financial Commitments	\$654,598

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) 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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

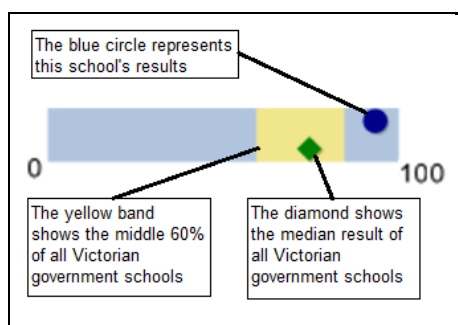
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

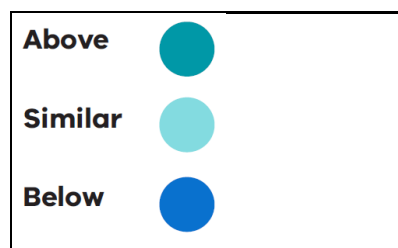


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').