

2020 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 2020 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 17 March 2021 at 05:44 PM by Scott Phillips (Principal)

The 2020 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 18 May 2021 at 07:34 PM by Aileen Shearer-Cox (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section 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.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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 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 Leader, Literacy Specialist and a Numeracy Specialist, 19 classroom teaching staff, Specialist teachers (Art, Chinese, PE, Digital Technology), 1 Chaplain, 3 Office staff members and 13 Educational Support staff. The school continued to expose students to the kitchen/garden program and this was well supported by volunteers. In 2020 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 2020 with 406 students in 19 classrooms. The composition of the classrooms were 3 Prep classrooms, 3 Grade 1, 3 Grade 2 classrooms, 5 Grade 3-4 classrooms and 5 Grade 5-6 classrooms. After completing the design of the stadium with the architect, the school commenced the building of our stadium in September. It is due to be completed in April 2021. The school commenced 2020 with 2 graduate staff and but also had the return of some experienced staff that consolidated our staffing across the school. Two of our key leaders were on maternity leave for part of 2020 and this gave the opportunity to some new staff to lead. The emphasis on coaching was less required and allowed us to focus on Project Based learning. The school leadership structure at Principal and Assistant Principal level remained the same for 2020, as opposed to some previous years. Towards the end of 2020, the structure of straight grades was set and 7 PLC leaders appointed. Time was set aside to set the approach our PLC leaders can take in 2021 at the end of the year.

The school continued to offer extensive intervention to students from Grade Prep through to Grade 6 whilst on site. This ranged from speech therapy, to Delacombe Intervention Program (DIP), Extending maths understanding (EMU), Quicksmart, Multi-lit, Multi Sensory Learning, STAP and Reading Recovery. In our Numeracy program we continued to provide an expert teacher one session a week in all Grade 3-4 classrooms and Grade 2 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 Welfare team in student and family support.

In 2020, our school introduced Google Classroom at Grade 5-6 classroom this complemented the 110 chromebooks that was given to our students in Grade 5-6. Our teachers engaged in professional development to support the implementation of Google classroom.

Our school like all schools had to embrace a Remote learning program. This was a combination of Google classroom for students in Grade 5-6 and Compass learning tasks in Grade Prep -4. The programs involved all staff understanding the technical elements of Compass and then communicating this program to our students and families. Our Digital Technology leader, Teaching & Learning leader and Executive team spent a number of hours during the Easter holidays setting up booklets and videos to support this implementation. Over 100 devices were given to students in our families to ensure they could follow the remote learning program through the use of a device.

In Term 3 our remote learning program was refined and the technical issues became less of a priority and wellbeing became more of a priority for students, parents and staff. Procedures and protocols were in place to ensure that wellbeing was being catered for in both staff and students. During this time our school embarked on the training of the Sounds Write program. The school invested \$30,000 of training to ensure that our teachers were provided with a quality phonics based reading program. The quality of the online program was excellent and allowed the school to take

advantage of a difficult situation. The Sounds Write program was trialled in Term 4 when the students returned to school.

In 2020, we upgraded a variety of spaces through the facilities committee. This included:

1. Full upgrade of P-2 yard area with a synthetic pitch and upgrade to playground spaces.
2. An increase of photocopiers around the school.
3. The addition of a portable near the oval.
4. The Koorie garden was established in the undercover area.
5. A Ga Ga pit was installed in our Grade 5-6 play space.

In 2020 we continued with our afterschool care program known as DASH (Delacombe Afterschool hours program) and introduced before school care. This provided a 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 2020 the "Active afterschool program" did not operate.

In 2020, there were some significant events and initiatives for the school:

1. In Term 1 the school held it school Fete just before the State went into closure.
2. In Term 1 the school was able to conduct the Grade 5-6 Camp to Melbourne but was unable to conduct the Grade 3-4 Camps.
3. The school participated in Virtual assemblies regularly in remote and face to face learning.
4. The school participated engaged in program like Delacombe Got talent and Get tricky.
5. The school had its high achievers participate in the ICAS testing in August.
6. The school held the opening of the 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 2020, 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 focused towards the end of 2020 on consolidating what our reading program should be in terms of Sounds Write and Fountas and Pinnell. Our Literacy block was an area we continued to discuss and modify to ensure that we had all the elements of an effective reading program. Our literacy instructional model ensured that we were incorporating layers of word building, sound swaps, reading and spelling of words, dictation and explicit teaching of shared reading and exemplary writing.

It is hard not to acknowledge the distraction and disruption that remote learning played in our school. Despite all the efforts to engage and support our students it was a challenge for many students and families. At the end of the year we identified the number of students we would incorporate into the Tutoring program being funded for 2021. This literacy intervention was set around Sounds Write and the Numeracy intervention was set around Common Misunderstandings.

Achievement

In 2020 we found that the use of Google classroom was an effective program to provide students with feedback and regular update on their work. We agreed that this program was appropriate for our Grade 4 classes in 2021 and took steps at the end of 2020 so that this was able to occur. Due to the implementation and trial of Sounds Write in Term 4 in our classrooms we were able to refine a Literacy block for 2021. This program was established and set for 2021. To add to our Literacy block we were transitioning away from CAFE into Fountas and Pinnell and introduced the Systems of Strategic Actions (SOSA) which set new goals for our students that were more rigorous in their approach to student reading goals.

In 2020, all staff continued to work through the Numeracy Scope and sequence. We identified that place value was an area across the school we were deficient in, some of this was related to blocks being missed through remote learning. It was set as a focus for 2021.

In 2020 our ability to include more student voice through Project Based Learning (PBL) was hampered through the remote learning program. It became evident that asking students and parents to complete the PBL lessons in remote learning was pushing it. This was disappointing as the teachers had planned some very rich PBL units for the students to engage in.

Engagement

The Welfare team, comprising of the Assistant Principal, Welfare Co-ordinator and school chaplain met weekly in 2020 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 2020 but the data was compromised because of COVID-19.

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 wellbeing programs that were used in 2020 such as equine therapy, psychologist support and breakfast club.

The transition program was reduced from five sessions down to three in 2020 and enabled 82 of our Preps to prepare for school.

We were able to conduct our Grade 6 Graduation and end of year assembly in a different format and were lucky enough to allow our Grade 5-6 students to attend Adventure Park at the end of the year.

Our afterschool care program continued to grow in numbers and halfway through the year the school was able to offer before school care. This has become a service that we have been able to offer our families of Delacombe PS.

Financial performance and position

The school completed the year with a staffing surplus of approximately \$82,000. Approximately \$40,000 of the staffing surplus was taken and added to the \$150,000 investment into the Tutoring program. The remaining staffing surplus was being used to cover any costs associated with staffing 22 classrooms in 2021. The school had invested \$330,000 of school fundraising into a classroom beside the new stadium. The purpose of this space was to be used for afterschool care and Digital technology. The school is also looking to spend another \$60,000 on a new shed in 2021 and have made plans to build this on the school land. 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.

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 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

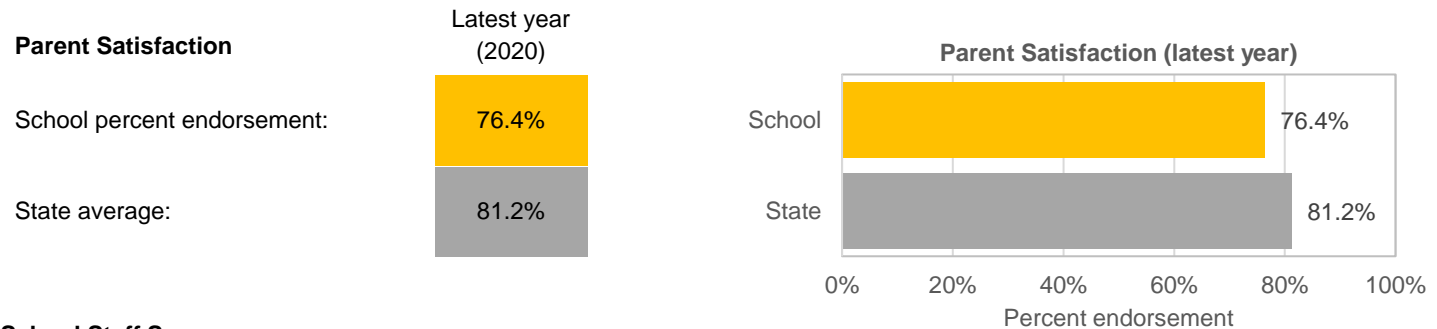
A total of 409 students were enrolled at this school in 2020, 197 female and 212 male.
NDP percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.
Possible socio-economic band values are: Low, Low-Medium, Medium and High.
This school's socio-economic band value is: High

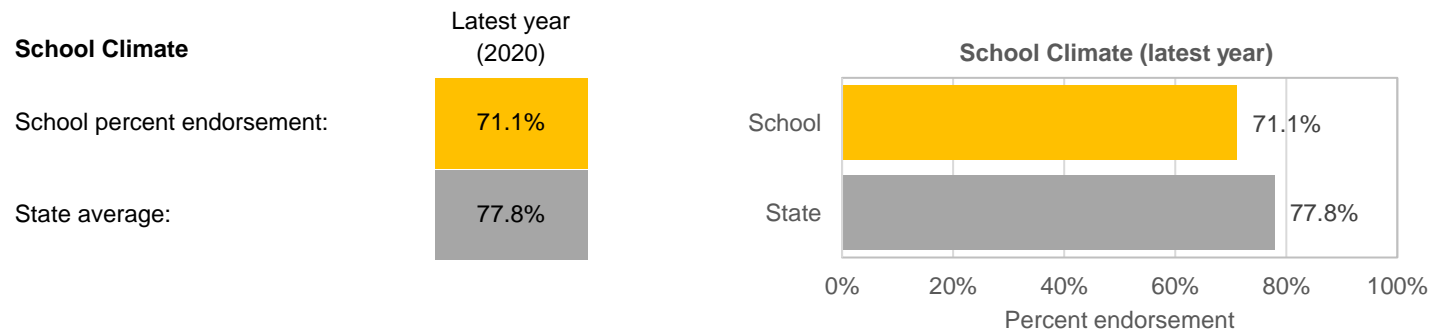
Parent Satisfaction Summary

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.



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

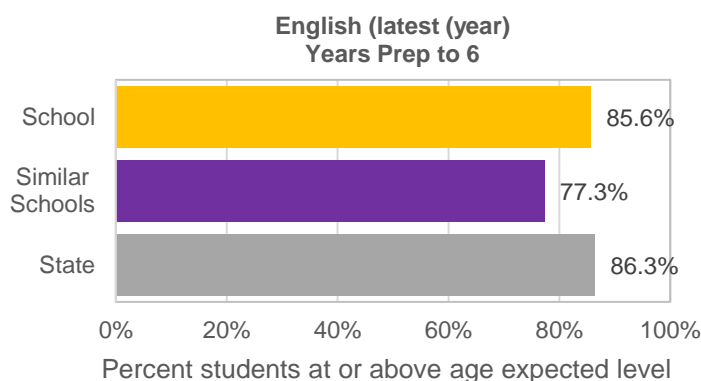
85.6%

Similar Schools average:

77.3%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

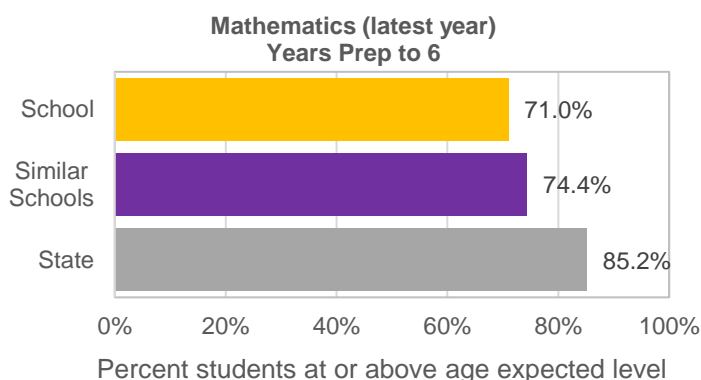
71.0%

Similar Schools average:

74.4%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

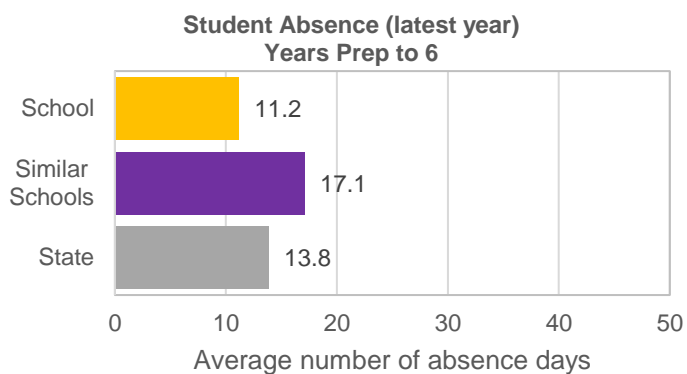
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	11.2	13.0
Similar Schools average:	17.1	17.2
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	95%	94%	94%	94%	94%	93%

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

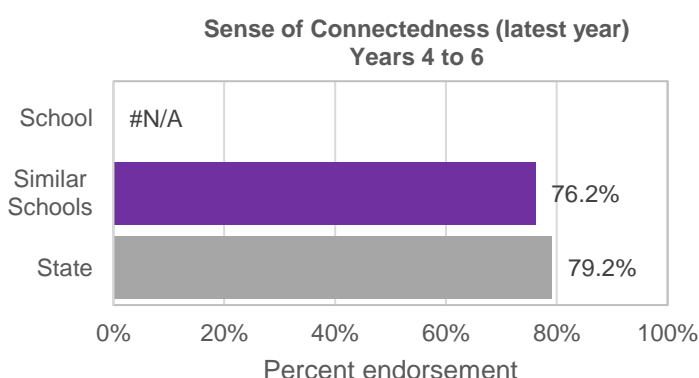
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	78.8%
Similar Schools average:	76.2%	77.9%
State average:	79.2%	81.0%

Due to lower participation rates and differences in collection methodology in 2020, 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

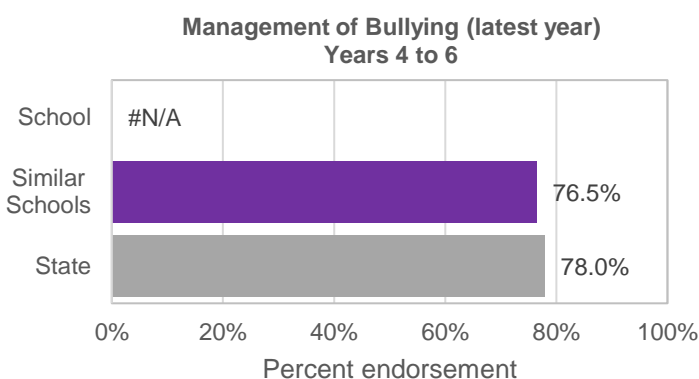
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	75.9%
Similar Schools average:	76.5%	78.0%
State average:	78.0%	80.4%

Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$3,930,117
Government Provided DET Grants	\$881,796
Government Grants Commonwealth	\$9,248
Government Grants State	NDA
Revenue Other	\$10,374
Locally Raised Funds	\$331,984
Capital Grants	NDA
Total Operating Revenue	\$5,163,519

Equity ¹	Actual
Equity (Social Disadvantage)	\$656,472
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$656,472

Expenditure	Actual
Student Resource Package ²	\$3,868,099
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$70,289
Communication Costs	\$8,175
Consumables	\$153,770
Miscellaneous Expense ³	\$318,812
Professional Development	\$43,244
Equipment/Maintenance/Hire	\$151,351
Property Services	\$158,196
Salaries & Allowances ⁴	\$212,184
Support Services	\$36,194
Trading & Fundraising	\$46,195
Motor Vehicle Expenses	\$60
Travel & Subsistence	\$1,086
Utilities	\$31,214
Total Operating Expenditure	\$5,098,869
Net Operating Surplus/-Deficit	\$64,650
Asset Acquisitions	\$87,791

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$201,165
Official Account	\$26,508
Other Accounts	NDA
Total Funds Available	\$227,673

Financial Commitments	Actual
Operating Reserve	\$192,606
Other Recurrent Expenditure	\$581
Provision Accounts	NDA
Funds Received in Advance	\$112,577
School Based Programs	\$40,597
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$3,946
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$350,307

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.