

# 2022 Annual Report to the School Community

School Name: Newcomb Primary School (5444)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 20 April 2023 at 06:58 PM by Rachael Buck (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 26 April 2023 at 05:11 PM by Gary Winbolt (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
- 

### 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

Our school is located six kilometers from the city of Geelong at the approach to the Bellarine Peninsula. Established as Newcomb Park Primary School at the beginning of 1997 following the amalgamation of Newcomb South Primary School and Newcomb Primary School. In 2021 we returned to the original school name of Newcomb Primary School including a new logo and new school uniform. The school draws its students from its designated neighborhood area which provides a diverse and vibrant student population. Newcomb Primary School's vision is for all students to experience success and that each and every student will be valued and nurtured without exception, developing a sense of hope and awe into their lives. We are strong advocates for wellbeing needs to be addressed for student's learning potential to be fully realised. Our School Wide Positive Behaviour Support (SWPBS) framework is underpinned by our school values of respect, responsibility, and resilience and both SWPBS and the Respectful Relationships initiative underpin the culture within our school. We value inclusion of all cultures, backgrounds, and individual needs with a strong emphasis on supporting emotional needs, general wellbeing and engagement. We are immensely proud of our school, and we value partnerships with community groups which enhance our teaching and learning programs. Some of these partnerships include The Bluebird Foundation, Save the Children- Hands on Learning, The Smith Family and Rotary Club of Geelong East.

The school's enrolment has remained stable in recent years with 97 students in 2022, with expected local enrolments to increase. We have a gradual increase of students requiring English as an Additional Language (EAL) and are actively learning new skills in this area and ensuring a positive inclusion and acknowledgment of their cultures, while further valuing our indigenous awareness and inclusion. 12% of students had English as an additional language (EAL) and 3 Aboriginal or Torres Strait Islander students were included in the enrolment (August census). The school is in the high Student Family Occupation and Education (SFOE) band with an index of 0.6457 indicating a high level of disadvantage in our community. This level of disadvantage is supported by equity funding received by the school each year.

A major refurbishment of the school was completed in readiness for the 2022 school year, with facilities now including modern and engaging learning spaces, a new administration building including STEM and art spaces, wellbeing room and community room. With large grounds and extensive classroom spaces we offer a number of additional programs (ie. Song Room, Singing Links, Nature Links) to develop all aspects of learning.

The school employed 6 classroom teachers (across 5 classrooms), 6 Education Support Staff, 3 specialist teachers a business manager and a principal. The school also employs a full-time wellbeing coordinator, and we are supported by the Geelong English Language Centre (GELC) to support our students with English as an additional Language (EAL). We currently employ one Aboriginal staff member. We also access additional support through the networks SSS speech pathologists, psychologists and social workers. The caring and dedicated staff work in a collaborative and reflective manner to ensure quality teaching and learning. The school takes great pride in nurturing individual academic pathways.

We place a strong emphasis on what it is to be a learner - to work hard to solve problems, to seek help and feedback, to learn from others, to learn from mistakes, to have the courage to take risks in learning, to know when you need to practice and apply skills and knowledge into new contexts. Information and Communication Technology is an integral component of the curriculum, and the school is richly resourced with laptops and iPads, large screen televisions in every classroom and elements of STEM taught by a specialist teacher in 2022. The emotional and social wellbeing of the students is well cared for and supported by the wellbeing coordinator supporting students and families. The daily breakfast program ensures our children are nurtured and ready for learning. The Kelly Club provides our before and after school care program with parents able to access care each day.

Our students are involved with a range of leadership opportunities. School Captains, House Captains and Junior School Councilors work collectively to represent their peers and take on various leadership roles throughout the year. The support and partnership of our parents through our active School Council and Parents and Friends group is welcomed and we value ties with the local and wider community.

---

## Progress towards strategic goals, student outcomes and student engagement

### Learning

The school's curriculum framework incorporates the eight learning areas required by the Education and Training Reform Act 2006 aligned with the Victorian Curriculum. Our curriculum has a strong emphasis on literacy and numeracy. Our commitment to accelerating learning growth is evident through use of data and precise teaching to differentiate and personalise learning. No specific programs are provided for overseas students. We utilise a Response to Intervention (RTI) model to ensure quality evidenced based teaching and learning at tier 1 (whole class) and additional intervention offered at tier 2 and 3 for students who require extra support.

Both our teacher judgment and NAPLAN results and have improved over the last 12 months including 71% of our students at or above age expected standards- above similar schools. Our AIP last year focused on a new assessment schedule with a focus on the essential elements for reading instruction (phonics, phonemic awareness, fluency, vocabulary, comprehension) and the Mathematics Online Interview (MOI). The data was used during Professional Learning Communities (PLC) to focus and monitor our teaching and learning and identify students requiring intervention.

Our professional learning had a particular focus on reading, as we know reading is the foundation for the future learning for our students. All staff were trained in explicit systematic phonics instruction, and we refined our literacy and numeracy instructional models including a focus on explicit instruction.

We employ a learning specialist for teaching and learning who oversees our learning walks and coaching. Classroom observations and coaching assist us to ensure our tier 1 whole class instruction is implemented with fidelity and focusing our internal professional learning on our observations and monitoring implementation.

### Wellbeing

We started our journey to becoming a School Wide Positive Behaviour Support (SWPBS) school at the beginning of 2021 and through participation in staff training and the development of a SWPBS Team we have established our school wide expectations, routines, and behaviour support systems.

The student attitudes to school survey and parent survey were overwhelmingly positive in 2022 including our parent satisfaction, school positive endorsement at 87% higher than the state average. Our students' sense of connectedness was also above the state average at 87.9% positive endorsement. Feedback from 2021 surveys indicated we needed a renewed focus on bullying. We implemented a number of strategies to complement our SWPBS framework including changing our yard duty structures and including supervised lunchtime activities including library and Lego club. Management of bullying had a positive endorsement of 83.3% also higher than the state average as measured by the student's attitude to school survey.

We employ a full-time wellbeing coordinator as well as a learning specialist for inclusive practices. The well-being positions support individual students, small groups, classroom teachers and education support staff practice and our families.

### Engagement

Student engagement is an enormous focus for Newcomb Primary School, and we know that students will have higher learning outcomes when they are engaged in the school setting.

Raising awareness of the importance of attendance continues to be a priority. The wellbeing team including the principal meet regularly to monitor attendance, co-ordinate supports for students and their families to engage with the school and improve attendance and punctuality. Absence plans and holiday plans are provided for students with long term absences. Ongoing messaging regarding attendance and punctuality is provided through school newsletters and through forums such as parent information sessions. Absence data shows no particular pattern across the school, with each year level having similar attendance rates.

The Years 4-6 Attitudes to Attendance data was similar to previous years with students responding to questions: "I always try to attend school," and "My parents believe that going to school is important" with similar strong results. Engagement strategies to assist with attendance in 2022 included breakfast club, provision of lunch and uniform, and alternative programs to support reluctant learners or those at risk of disengagement. Building and maintaining positive connections with students and parents to engage with school and learning is the foundation to developing learners who are confident, resilient, persistent, creative, curious and respectful citizens.

In 2022 we implemented our Hands on Learning program in grade 5/6. Hands on Learning is a Save the Children practical school program that builds wellbeing, engagement, and attendance by creating opportunities for students to discover their talents and

experience success through significant and authentic hands-on projects. The students selected spend each Friday completing hands on projects with 'real life' learning for both the school and community. The Hands on Learning program showed improvements in engagement and motivation of both students who were participating in the program as well as those hoping to be selected.

---

## Financial performance

Newcomb Primary School is in a positive financial position due to careful management of funds and the support of equity funding. Equity allows us essential wellbeing support, professional learning, resources, intervention, instructional leadership, and for Education Support Staff to fulfil a range of roles.

We were successful in gaining grants and donations towards:

- Sports equipment and programs: Sporting School
- Active Schools: new playground
- PC for Kids: new laptops
- Schools Upgrade Fund: wellbeing hub
- Shade sail grant

The Primary Maths Science Specialist initiative funding has allowed us to release leading teachers/learning specialists to coach and mentor, facilitate professional learning, and to refine curriculum documents.

Each year the allocation of funds is a carefully considered process which takes into account the context of the year: student cohorts, achievement data, responsiveness to student wellbeing and learning needs, to staff professional learning needs, and responsiveness to DET priorities.

**For more detailed information regarding our school please visit our website at**  
<https://www.newcombps.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 94 students were enrolled at this school in 2022, 45 female and 49 male.

12 percent of students had English as an additional language and NDP 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).

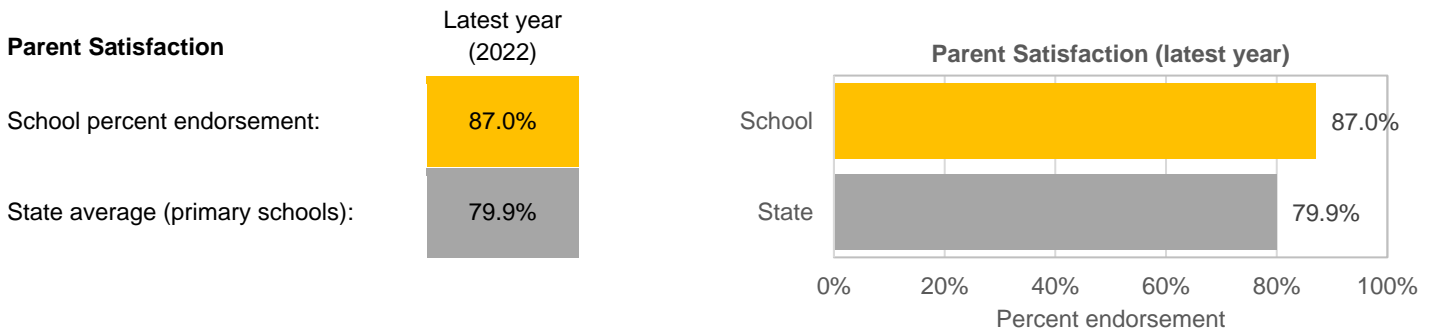
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

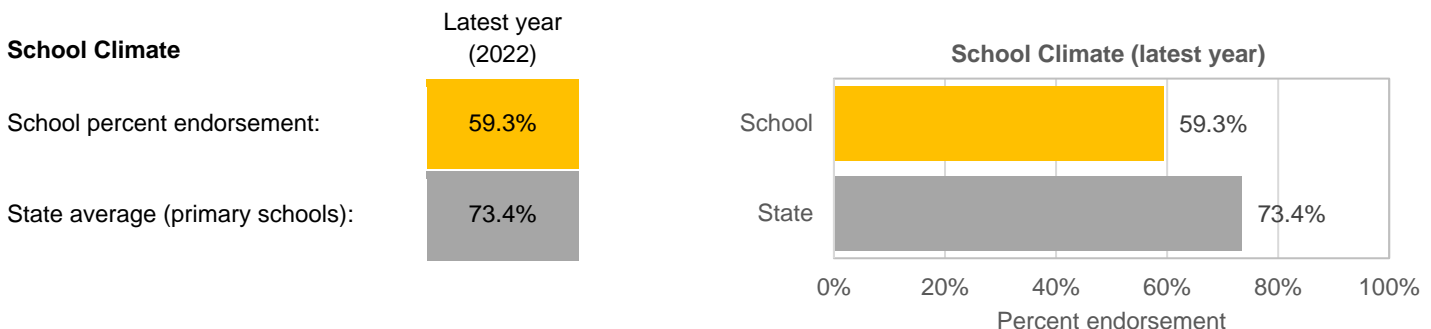


### School Staff Survey

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:

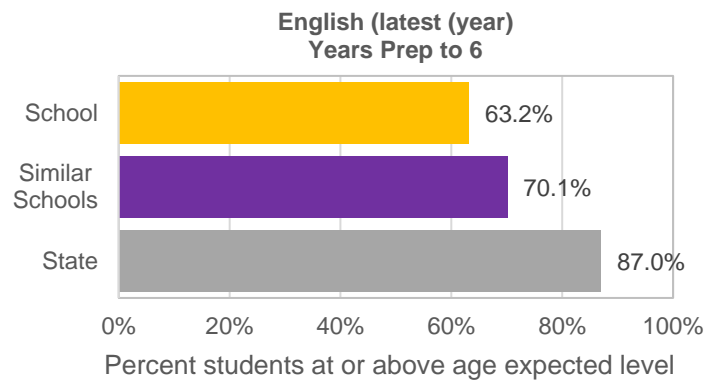
63.2%

Similar Schools average:

70.1%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

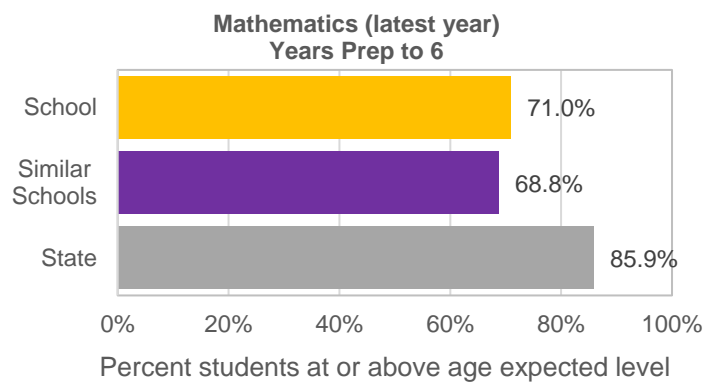
71.0%

Similar Schools average:

68.8%

State average:

85.9%





## 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.

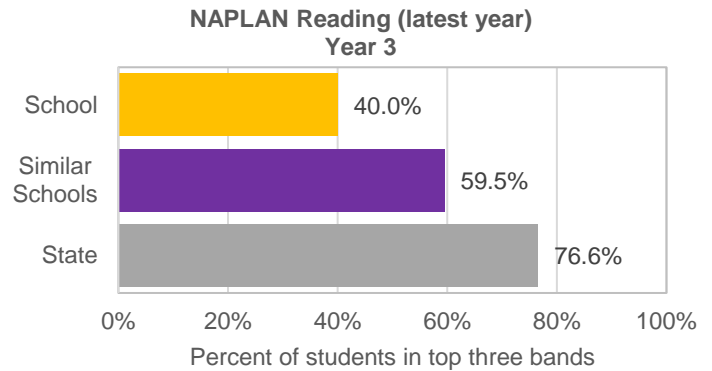
### NAPLAN

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.

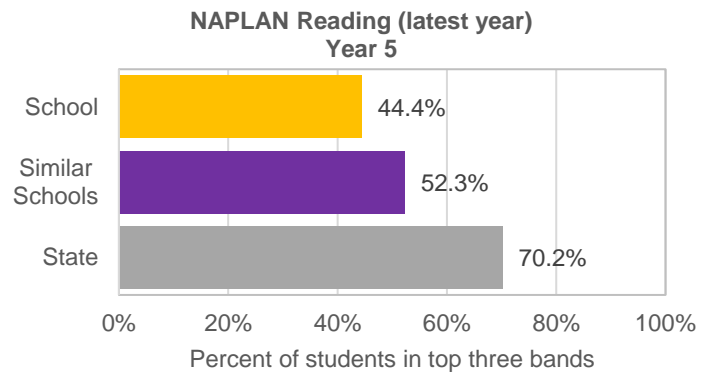
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	44.7%
Similar Schools average:	59.5%	61.4%
State average:	76.6%	76.6%



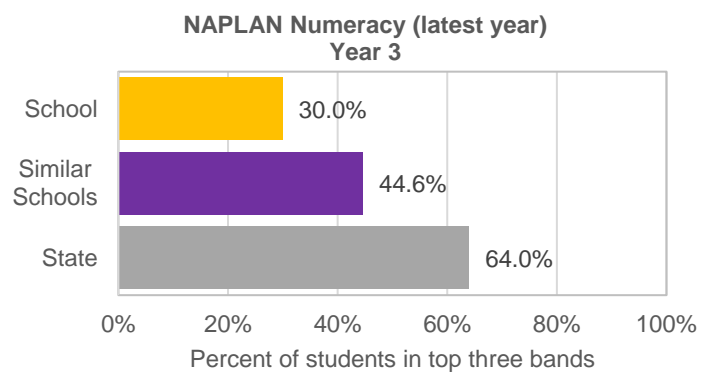
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.4%	44.4%
Similar Schools average:	52.3%	53.0%
State average:	70.2%	69.5%



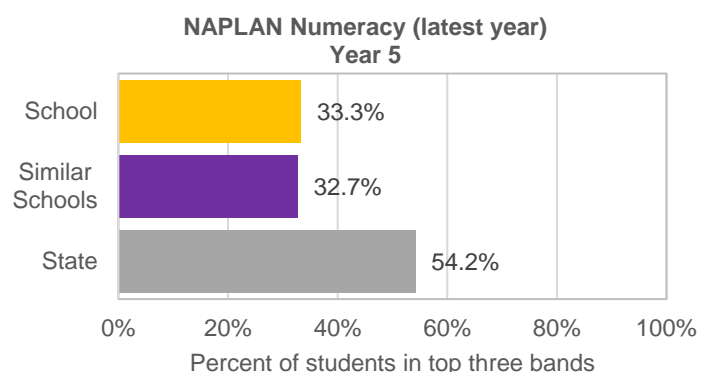
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	30.0%	28.9%
Similar Schools average:	44.6%	46.7%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	37.0%
Similar Schools average:	32.7%	37.9%
State average:	54.2%	58.8%



## WELLBEING

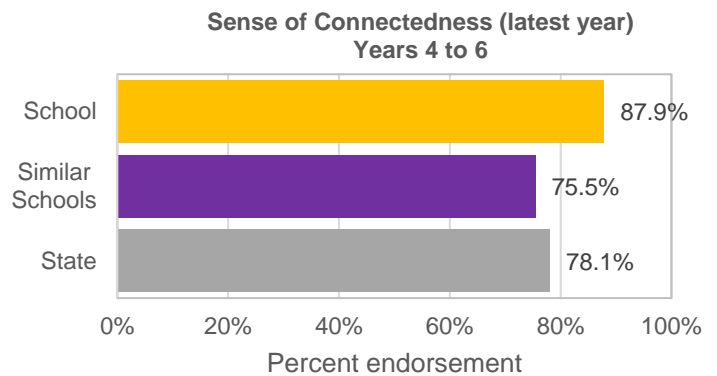
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	87.9%	82.7%
Similar Schools average:	75.5%	76.9%
State average:	78.1%	79.5%

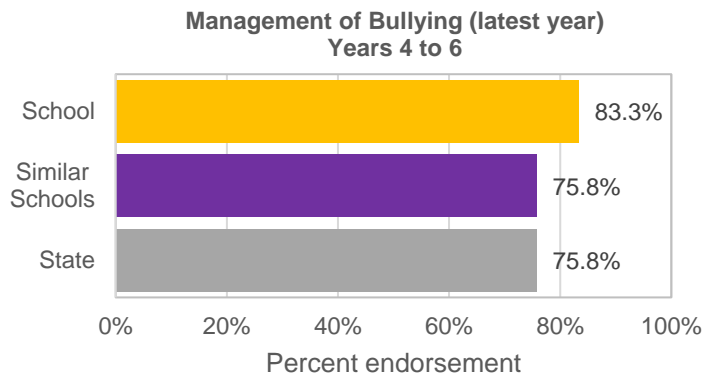


### Student Attitudes to School – Management of Bullying

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:	83.3%	83.0%
Similar Schools average:	75.8%	77.6%
State average:	75.8%	78.3%



## ENGAGEMENT

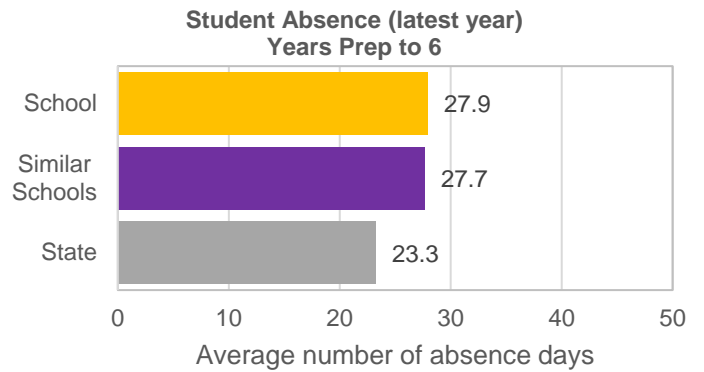
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	27.9	16.6
Similar Schools average:	27.7	22.1
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):	85%	85%	90%	88%	86%	77%	89%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,508,158
Government Provided DET Grants	\$385,010
Government Grants Commonwealth	\$8,800
Government Grants State	\$0
Revenue Other	\$49,791
Locally Raised Funds	\$31,793
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,983,551</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$278,244
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$278,244</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,491,362
Adjustments	\$0
Books & Publications	\$4,537
Camps/Excursions/Activities	\$19,150
Communication Costs	\$2,777
Consumables	\$30,503
Miscellaneous Expense <sup>3</sup>	\$5,034
Professional Development	\$40,944
Equipment/Maintenance/Hire	\$33,889
Property Services	\$245,146
Salaries & Allowances <sup>4</sup>	\$54,634
Support Services	\$66,674
Trading & Fundraising	\$10,149
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$11,831
<b>Total Operating Expenditure</b>	<b>\$2,016,629</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$33,078)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

(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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$236,853
Official Account	\$38,765
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$275,618</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$52,836
Other Recurrent Expenditure	\$90
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$73,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$6,000
Repayable to the Department	\$133,304
Asset/Equipment Replacement < 12 months	\$10,388
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
<b>Total Financial Commitments</b>	<b>\$275,618</b>

*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.*