

2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 17 March 2025 at 04:52 PM by Blanche Denmead (Principal)

- As executive officer of the school council, I attest that this 2024 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 29 April 2025 at 12:09 PM by Blanche Denmead (Principal)

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Our school is located six kilometres 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 neighbourhood 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 in order 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 130 students in 2024, 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. 10% of students had English as an additional language (EAL) and a small number of 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 0.5302 indicating a high level of disadvantage in our community. This level of disadvantage is supported by equity funding received by the school each year. The school employed 7 classroom teachers, almost doubled our ES staffing to 16 Education Support Staff, 3 specialist teachers a business manager and two co-principal. The school also employed a full-time wellbeing coordinator, and continue to be supported by the Geelong English Language Centre (GELC) to support our students with English as an additional Language (EAL). We currently employ four Aboriginal staff members. 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 the elements of STEM taught by a specialist teacher in 2024.

The emotional and social wellbeing of the students is well cared for and supported by the wellbeing coordinator and leadership team, supporting students and families. The daily provision of Kelly Club before and after school care ensures students are ready for learning in the morning and parents can access care after school each afternoon. Our students are involved with a range of leadership opportunities. School Captains, House Captains and Junior School Councillors 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 2.0. Our curriculum has a strong emphasis on Literacy and Numeracy. Our commitment to accelerating learning growth is evident through use of data and explicit and responsive teaching to differentiate and personalise learning.

In 2024 we continued our focus on ensuring we used evidence based teaching and learning for Tier 1 (whole class) instruction with a focus on fidelity. Our Response to Intervention model includes additional intervention at Tier 2 and 3 for those students who require additional support. Our AIP had a strong focus on Maths which was reflected in our work with Brydon O'Neill (from Docklands PS) and our Maths Community of Practice with Armstrong Creek School, Hamlyn Banks Primary School, Surfside Primary School and Anakie Primary School. Professional Learning across the year continued to focus on embedding and refining our Instructional Models for both English and Mathematics.

We utilised both Pr1me and Ochre to assist with the planning of Mathematics and continued to train our staff in systematic phonics instruction with 4 teachers and 4 ES trained in Sounds Write. The training of ES has strengthened our Tier 2 intervention opportunities across the school. We continued to refine our assessment schedule in 2024, which resulted in us utilising 'No More Marking' as a comparative judgement tool for writing and researched Acadience as a future platform for Maths assessment. The key elements of reading (phonics, phonemic awareness, fluency, vocabulary and comprehension continue to be focus' for ongoing assessment across the school.

Learning Walks were conducted each term with focus' being on Opportunities to Respond, Instructional Routines and Attention Signals. Instructional Coaching and Responsive Teaching was a focus of a shared curriculum day with our Communities of Practice with Wangala PS, Whittington PS and St Leonards PS. Learning specialists have coached all staff in coaching cycles across the year. Professional Learning Communities have continued to evolve, with PLC Norms reviewed and revised to increase accountability, student centred and data driven discussions, positive intent, respectful challenges and to incorporate research based professional learning.

In NAPLAN Reading, Writing and Maths we had between 44% and 71% of all Year 3 and 5 students achieve strong or exceeding. Regular Progress Monitoring has been completed for students accessing intervention and is evidence of the effectiveness of the program. Beginning, Middle and End of Year benchmark assessments have been completed with data being unpacked to assist in

classroom adjustments and intervention planning. In 2024 there were 36 students who had an Individual Education Plan and 23 students who had a Behaviour Support Plan to support their learning and social development.

Wellbeing

School Wide Positive Behaviour Support continues to underpin our work across the school in regards to having a consistent focus on our school values, expectations and supports for behaviour management. In 2024 we were acknowledged with a SWPSB Gold status award, evidence of the strong SWPBS team and systems we have in place.

In 2024 we had some positive results in the student attitudes to school survey. The sense of confidence in students had increased to 75% and perseverance of students had also continued to increase with 80% positive responses for the year. In the parent option survey we saw teacher communication increase to 88%, a result of an increased focus on parent/school communication and the use of platforms such as Dojo and Compass. We also saw parents acknowledge an increase in the school providing stimulated learning environments with positive responses increasing to 82%. We continued to expand teacher knowledge of social and emotional learning with all staff participating in The Resilience Project professional learning. We continue to increase our use of Compass as a way to document conversations with professionals and families around student wellbeing. Compass Pulse data assists us to identify students who may require additional intervention and our wellbeing leader in 2024 provided consistent support to our families of students in need of additional support.

Engagement

Student engagement continued to be a priority for us in 2024, as we know students will achieve improved outcomes when they are engaged. Professional Learning for staff frequently covered content focused on increasing engagement, ie. opportunities to respond and adjustments to cater to all learners. 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. A focus of the School Improvement Team was to discuss weekly any indicators (including data) of students who may require additional support to maintain engagement and connection with the school.

Attendance continued to be a priority for the school in 2024. The wellbeing team including the principal meet regularly to monitor attendance, and co-ordinate supports for students and their families to engage with the school and improve attendance and punctuality. Ongoing messaging regarding attendance and punctuality is provided through school newsletters and through forums such as parent information sessions.

Engagement strategies to assist with attendance in 2024 included alternative programs and additional mentors for those students who were reluctant or disengaged. The Hands on Learning Program continues to be offered to a select number of students in Year 5 and 6. The program 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. These students participate each Friday and complete projects and make and have lunch together each week, with many students working with increased focus in the hope they will be selected for future programs. The school also provides uniform, food and support in finding housing for those students who are at risk of disengagement.

Financial performance

Newcomb Primary School continues to be 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. In 2024 we invested some funds into a new school Ninja Playground and new Native Garden.

We were successful in gaining grants and donations towards:

- Sports equipment and programs: Sporting Schools
- Geelong East Men's Shed- Hands on Learning
- Atkins trustee grant
- OSHC grant
- Batforce Hands on Learning grant

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, and 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 123 students were enrolled at this school in 2024, 65 female and 58 male.

14 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).

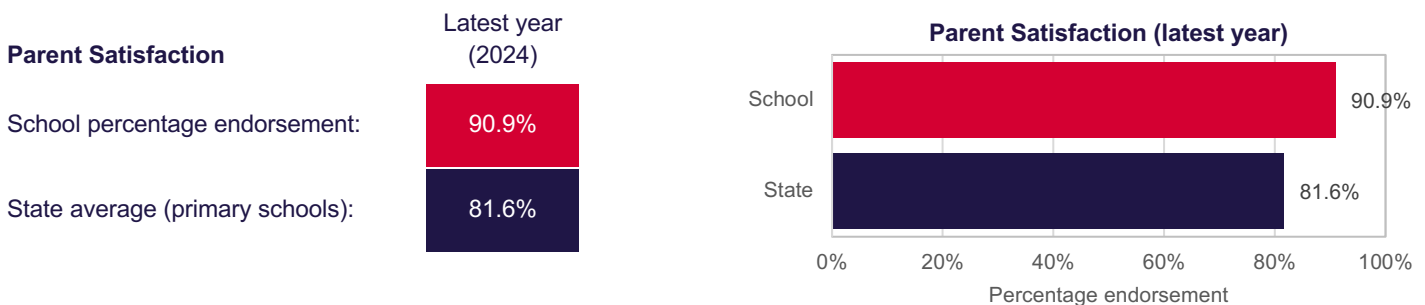
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **High**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

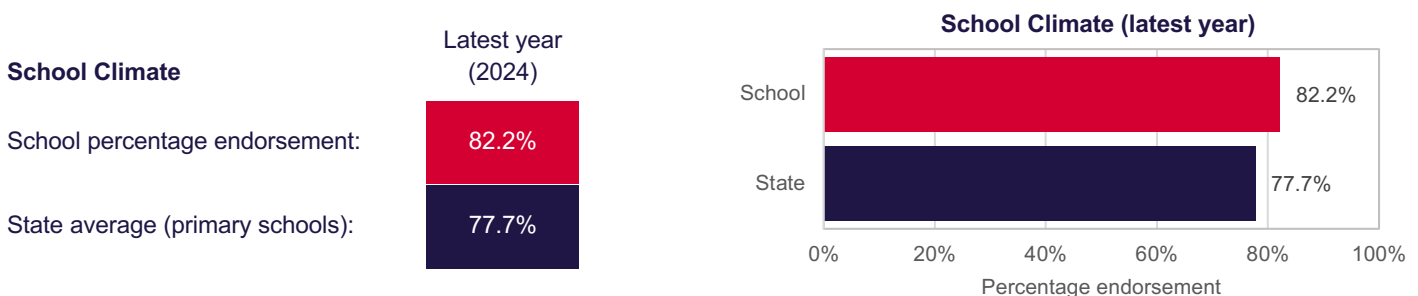


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

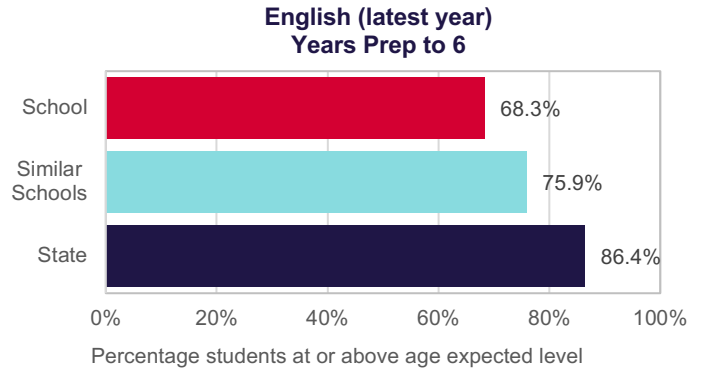
68.3%

Similar Schools average:

75.9%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

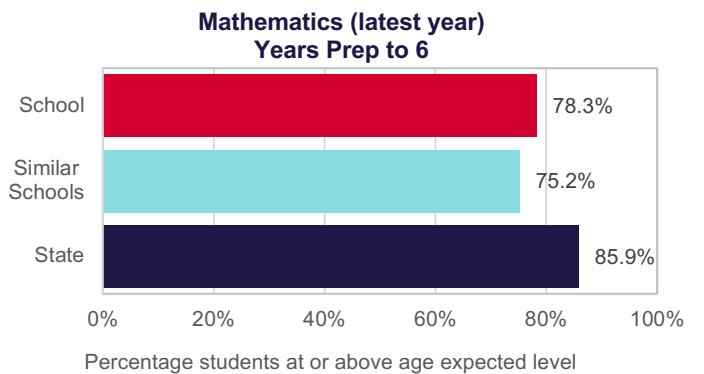
78.3%

Similar Schools average:

75.2%

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.

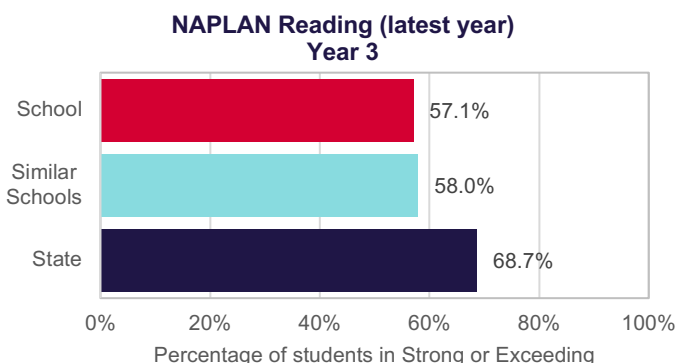
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

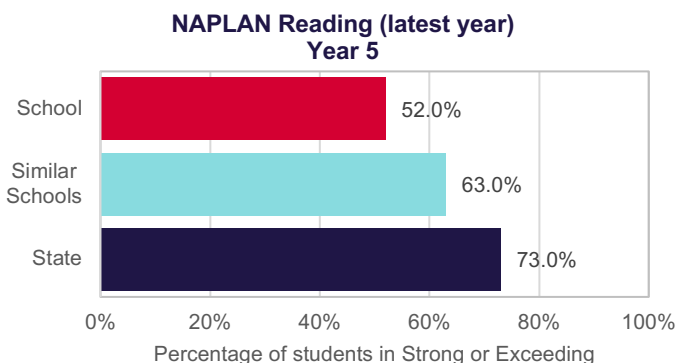
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.1%	51.9%
Similar Schools average:	58.0%	58.8%
State average:	68.7%	69.2%



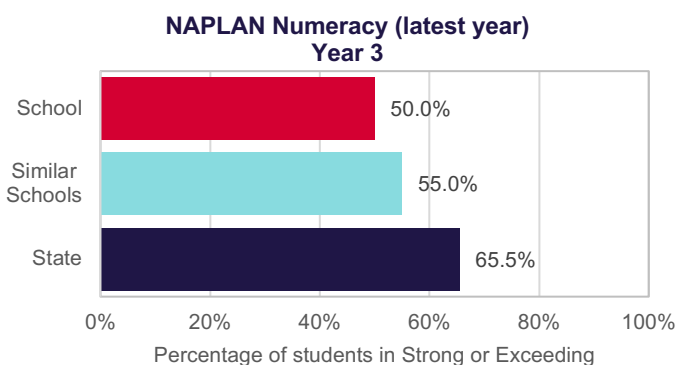
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	52.0%	47.4%
Similar Schools average:	63.0%	64.7%
State average:	73.0%	75.0%



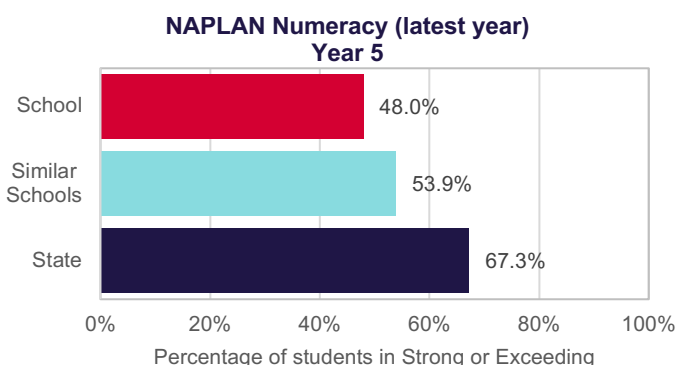
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	40.7%
Similar Schools average:	55.0%	55.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	48.0%	42.1%
Similar Schools average:	53.9%	52.3%
State average:	67.3%	67.6%



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 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

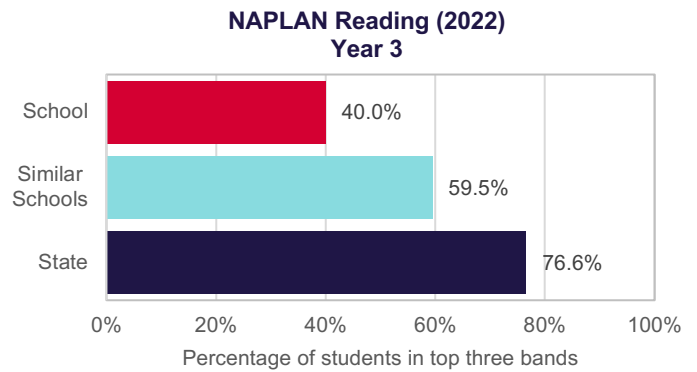
40.0%

Similar Schools average:

59.5%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

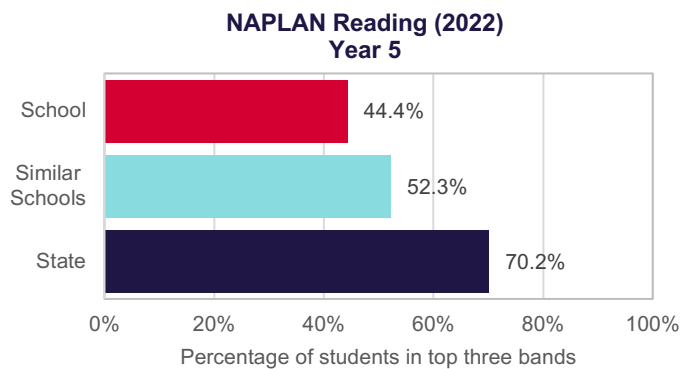
44.4%

Similar Schools average:

52.3%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

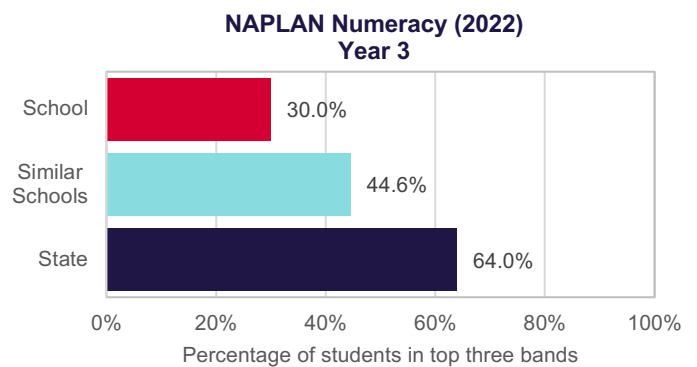
30.0%

Similar Schools average:

44.6%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

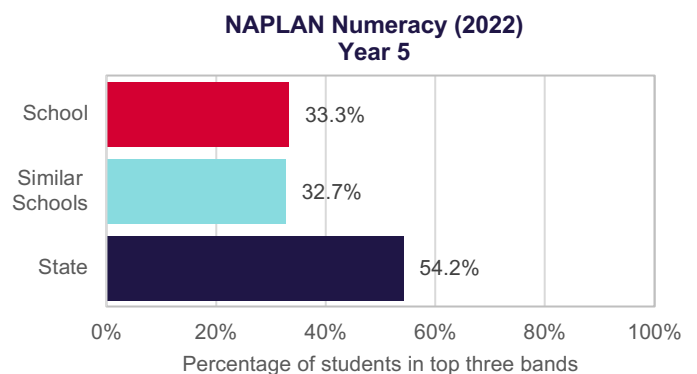
33.3%

Similar Schools average:

32.7%

State average:

54.2%



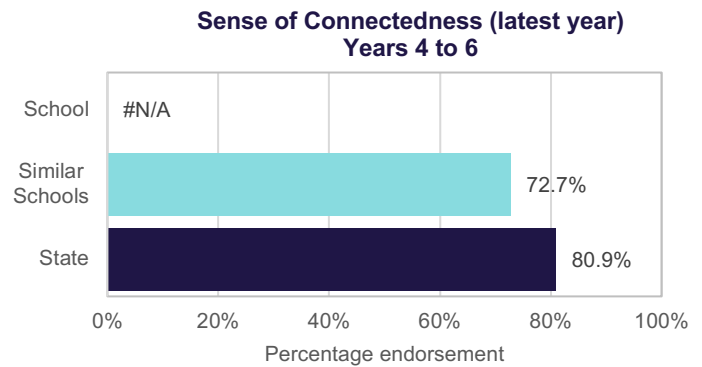
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percentage 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).

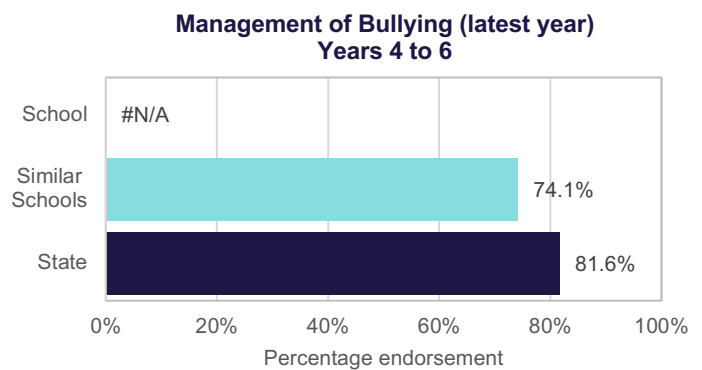
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	NDA	81.5%
Similar Schools average:	72.7%	74.9%
State average:	NDA	78.3%



Student Attitudes to School – Management of Bullying

The percentage 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 (2024)	4-year average
School percentage endorsement:	NDA	79.9%
Similar Schools average:	74.1%	75.1%
State average:	NDA	76.6%



ENGAGEMENT

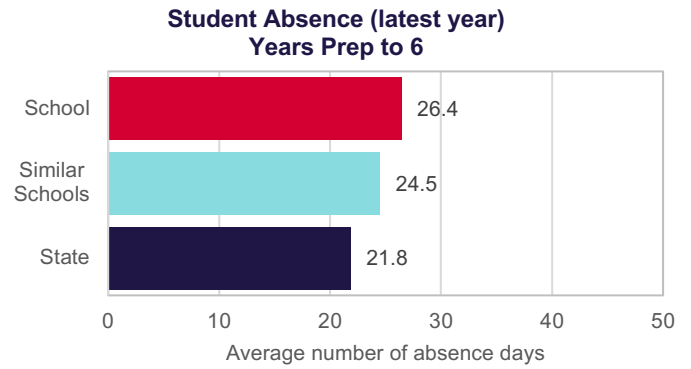
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School average number of absence days:	26.4	24.6
Similar Schools average:	24.5	23.1
State average:	21.8	20.1



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 (2024):	90%	89%	82%	88%	87%	89%	80%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$2,383,671
Government Provided DET Grants	\$407,531
Government Grants Commonwealth	\$5,800
Government Grants State	\$6,050
Revenue Other	\$21,519
Locally Raised Funds	\$118,583
Capital Grants	\$0
Total Operating Revenue	\$2,943,155

Equity ¹	Actual
Equity (Social Disadvantage)	\$226,810
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$226,810

Expenditure	Actual
Student Resource Package ²	\$2,156,625
Adjustments	\$0
Books & Publications	\$18,893
Camps/Excursions/Activities	\$23,953
Communication Costs	\$3,900
Consumables	\$49,458
Miscellaneous Expense ³	\$40,936
Professional Development	\$47,668
Equipment/Maintenance/Hire	\$83,193
Property Services	\$64,560
Salaries & Allowances ⁴	\$104,619
Support Services	\$113,551
Trading & Fundraising	\$12,589
Motor Vehicle Expenses	\$34
Travel & Subsistence	\$0
Utilities	\$14,887
Total Operating Expenditure	\$2,734,865
Net Operating Surplus/-Deficit	\$208,289
Asset Acquisitions	\$0

- (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 17 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$169,633
Official Account	\$25,807
Other Accounts	\$0
Total Funds Available	\$195,439

Financial Commitments	Actual
Operating Reserve	\$96,373
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$170,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,000
Repayable to the Department	\$103,236
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	\$374,609

All funds received from the Department of Education, 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.